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Article



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SOME ASPECTS OF THEORETICAL AND METHODOLOGICAL TECHNIQUES FOR TEACHING GEOGRAPHY COURSE IN HIGH SCHOOL ON THE BASIS OF A GENERAL EDUCATION ORGANIZATION (USING THE EXAMPLE OF CLASSROOM AND EXTRACURRICULAR ACTIVITIES)

Abstract: The article discusses the most current approaches to teaching the school discipline "Geography" in high school (grades 10-11), taking into account classroom time and extracurricular work. The presented approaches and techniques allow modern subject teachers to expand the theoretical and practical areas of teaching geography. The most optimal tasks of both types of activities in geography lessons are considered, which are supported by the main forms and methods of extracurricular supplementation of the topics being studied. In order to deeply study the educational material, teachers are presented with various forms of work in lessons from the analyzed thematic literature. Individual, group, and collective forms of work in geography lessons are identified, taking into account a differentiated approach to each student. The implementation of individual, student-oriented approaches in teaching and learning the subject is shown. The pedagogical requirements for classroom and extracurricular activities based on the content of a geography course in high school are described in detail. Geography teachers are offered various forms and methods of classroom and extracurricular activities in the subject, which allows them to fully plan each lesson taking into account the Federal State Educational Standards of the new generation. Particular attention is paid to the issues of preparing high school students for Olympiads and the Unified State Exam in Geography. The established relationship between teachers, educators, and students from different schools for the purpose of networking, cross-networking, and cooperation through the participation of both parties in annual school conferences is widely disclosed. The article is of great theoretical and practical importance for geography teachers in order to improve the methods of teaching the subject, the quality of teaching and education. This article can be used as a teaching tool when preparing current lessons on almost any topic, chapter of a geography course, as well as extracurricular activities.

Key words: education, upbringing, science, rural educational institution, modern school, Unified State Exam, Main State Exam, geography, Federal State Educational Standards of the new generation, high school, Olympiad, conference, differentiated approach, ecology, nature conservation, consistency, knowledge, abilities, skills, elective, local history.

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Introduction

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In the context of universal secondary education and increasing the scientific level of teaching, the success of learning largely depends not only on the choice of effective methods and forms of teaching in the classroom during the lesson, but also on the organization of additional extracurricular work on the subject.

The role of academic and extracurricular work in the subject "*Geography*" is very great. Due to limited time (even with great skill of the teacher), the geographical curiosity [1] of modern students cannot be satisfied in regular lessons.

Outside the circle of knowledge defined by school curricula, there remain many fascinating, vibrant pages of geographical science. Therefore, for many schoolchildren who show an increased interest in geography, extracurricular work is an addition to their studies.

It is difficult to organize and conduct a series of practical works on site within the framework of the current lesson; doing this outside of class time is much easier. Excursions, hikes in their native land, travel around the republic (region) help high school students better understand the nature of their land, fall in love with their native land, learn how to wisely use its resources, appreciate them and take care of them. That is why additional extracurricular work was an important part of the educational process and remains relevant in our time.

As a rule, extracurricular work [2] is carried out in free time with the aim of developing the interests and abilities of the student, satisfying his needs for knowledge, communication, practical activities, recuperation and health promotion. Additional extracurricular work allows high school students to make the most of their free time.

Therefore, educational and extracurricular work in geography currently has a pronounced tendency to strengthen its theoretical and practical orientation, which led to the writing of this article.

2. Purpose of the study.

In this regard, the *purpose* of this work is to present to the pedagogical community of subject teachers in geography the features of classroom and additional extracurricular work in this subject, theoretical, methodological and practical techniques for preparing high school students.

To achieve the specified goal of the scientific article, we set specific *tasks* with the successful achievement of positive research results.

(1) Collection, analysis and synthesis of scientific literature on this topic for at least the last 3-5 years.

(2) A detailed description of the goal, set tasks of educational and extracurricular work in geography, a presentation of its significance for subject teachers.

(3) Detailed disclosure of the content of educational and additional extracurricular work in geography, the basic requirements for the construction of a modern lesson in the subject based on the Federal State Educational Standards of the new generation (FSES) of the new generation in relation to geography lessons) [3].

(4) Consideration of the basic forms, methods and techniques of classroom and additional extracurricular work in geography.

In the main part of the article, we offer geography subject teachers the basic methodological and practical techniques for classroom and extracurricular work at school, their significance, revealing the content and pedagogical requirements for them.

In the process of working on a scientific article, we studied and analyzed educational and methodological literature on classroom and extracurricular activities in planning geography lessons in high school.

3. Features of classroom and extracurricular work in geography, their significance and relationship.

In addition to the main models of a modern geography lesson [4], there is also additional extracurricular work, which is an integral part of the educational process and determines the activities of senior schoolchildren during extracurricular hours with the organizing and guiding role of the teacher.

We believe that such a symbiosis of two approaches to teaching should contribute to the development of social interests, activity and independence of students. As we discovered during the theoretical analysis, the main lesson differs from extracurricular work in goals, content, forms and methods, and vice versa.

In contrast to the current goals set for each lesson, for extracurricular activities the goal is to ensure the comprehensive and harmonious development of schoolchildren. This requirement meets the basic idea of "*free*" education – to raise a

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person who harmoniously combines spiritual wealth, moral purity and physical perfection [5].

As an addition to the main lessons, extracurricular activities are aimed at organizing real social activities, that is, socially useful work that allows schoolchildren to apply the knowledge and skills acquired in geography lessons in practical activities, which in the future will allow them to adapt to the environment.

The educational and educational objectives of both classroom and extracurricular work in geography are determined by the general goals and objectives of teaching the subject itself. Let us consider in detail and reveal their essence.

Based on the author's work [6], we believe that the main objectives of lesson activities in geography are the formation of cognitive interest in the subject, deepening and expanding the content of the subject being studied, the development of individual abilities of schoolchildren, the use of a differentiated approach to each high school student, and extracurricular activities – professional orientation of students, improving the ability to use sources of geographic information.

Work in geography lessons is closely related to group, collective forms of activity, which allows subject teachers to implement such approaches in extracurricular work on the subject. Joint activities foster in high school students such qualities as discipline, camaraderie, and mutual assistance.

Therefore, the importance of both types of activities in geography lessons is great in the educational process of a comprehensive school, and it is constantly growing, as it contributes to a closer relationship between theoretical knowledge and life and practice, and shapes the professional interests of future graduates of any educational organization.

4. Content and pedagogical requirements for classroom and extracurricular work in geography within the framework of internetworking.

To broadly define the features of the content of the program in the subject "Geography" for secondary schools of urban and rural types, we will consider the results of our cooperation in the form of network, inter-network, remote interaction of two schools, namely: *Askino Secondary School №1 Republic of Bashkortostan, Russian Federation* [7] and *Municipal Budget Educational Institution High School "Visotka", Gubkinsky, Yamalo-Nenetsky region, Russian Federation* [8].

In the content of curricular and extracurricular work in geography for high school [9] in urban and rural secondary schools, we highlight the following main areas.

(1) Replenishment and deepening of knowledge in the format of the content of school geographical education, on issues that have aroused increased interest among high school students, familiarization

with new geographical terms, cause-and-effect relationships, the formation of a more complete figurative understanding of the geographical picture of the world.

(2) Promoting the formation of geographical, including cartographic skills of high school students: orientation and measuring distances on the ground, moving in azimuth, conducting visual surveys and drawing up a terrain plan, the ability to read simple and complex geographical maps.

(3) Formation of skills and abilities of a research nature. On hikes and excursions, as a result of carrying out research projects, high school students learn to conduct observations, process and format their results in the form of abstracts, reports, diaries, almanacs, electronic presentations, and work with additional sources of geographic information.

A feature of our classroom and extracurricular work in geography is the implementation of interdisciplinary connections with various school subjects, namely: biology, history, physics, chemistry, literature and others. The implementation of subject, interdisciplinary and meta-subject connections in class and extracurricular work leads to integration, which allows senior students to form generalized worldview ideas.

As work experience, cooperation between two schools and the dynamics of the quality of knowledge show, the share of independent work of high school students in class and extracurricular classes in geography is significant. However, in order to ensure that both types of activities are not similar to each other, we regularly use a variety of forms and methods of organizing these activities.

When drawing up a plan for the current lesson and extracurricular activities in geography for high school students, we combine the following pedagogical requirements in accordance with the new generation Federal State Educational Standard, such as:

- (1) Socially beneficial orientation;
- (2) Professional orientation;
- (3) Environmental orientation;
- (4) Local history focus;
- (5) Modernity of content forms of classroom and extracurricular work;
- (6) Taking into account the age and individual characteristics of the interests of high school students;
- (7) A combination of pedagogical leadership with the independence and voluntariness of senior level students;
- (8) Consistency, continuous development of extracurricular activities.

Based on the textbook [10], we will describe in more detail each of the specified pedagogical requirements in accordance with modern requirements for the construction and planning of a geography lesson.

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The socially useful orientation of classroom and extracurricular work in geography ensures the satisfaction of the personal interests and inclinations of modern high school students, which is carried out by students conducting scientific research, conducting experiments and experiments, working to protect specific natural objects, and so on.

The professional orientation of students is the most important part of classroom and extracurricular work in geography. The professional orientation of future graduates is, first of all, a combination of the inclinations and abilities of the individual with the interests of society. Acquaintance with professions is carried out during lectures, conversations, speeches by specialists, reports from the students themselves, debates about professions, reading and discussion of literature.

From the peculiarities of the content of modern geography, there follows such a requirement for classroom and extracurricular work as an environmental focus. It is associated with the formation of a responsible attitude of schoolchildren towards nature, which is built on the basis of knowledge about the integrity of nature, the interdependence and interdependence of the components of nature; basic skills of behavior in nature, the ability to evaluate the results of the impact of human activity on the environment. The disclosure of the relationships between man and nature is considered in lesson work on geography at the global, regional and local levels.

The most important requirement for each lesson and extracurricular work in geography is the modernity of its content and forms. It should reflect everything new, namely: production achievements in the native region and new directions in economic development.

The erudition and interests of the teacher himself play an important role in the success of classroom and extracurricular work in geography. It is necessary to use active methods and forms: debates, conferences, business games, and so on. They allow you to organize an active exchange of opinions, contribute to the formation of value judgments, and the ability to defend your point of view. The choice of active forms of activity is associated with the age-related psychological and physiological capabilities of the future graduate.

An important point in complying with the requirement to take into account the age and individual characteristics of the interests of high school students is the widespread use of game forms. Games provide an opportunity to practice specific skills to act in clearly defined real-life conditions. On their basis, the knowledge, skills and abilities of a future specialist in a particular area of the chosen profession are formed.

The next requirement for organizing classroom and extracurricular work in geography is a

combination of pedagogical guidance with the independence and voluntariness of students. This requirement is associated with a differentiated approach to high school students, the socially beneficial orientation of both types of geography activities and is derived from them.

It is necessary that the basis for the involvement of high school students in class and extracurricular work in geography is not episodic interest, but the cognitive aspirations of schoolchildren. Therefore, extracurricular activities should be organized and conducted in such a way that they satisfy curiosity, take into account the interest of students, and require the manifestation of their strong-willed qualities. This encourages future graduates to voluntarily participate in additional extracurricular work in geography.

One of the requirements for organizing classroom and extracurricular work in geography is consistency, which is ensured by the planning of each current lesson or additional extracurricular work, continuity of content, forms and methods of its organization, and school traditions.

Conducting a modern lesson or additional extracurricular work in geography should take into account the requirement of continuous development of educational activities in the subject. For example, as our work experience shows, any club activity of even younger schoolchildren develops into extracurricular activities or the work of clubs in high school. This contributes to deeper preparation of students for the Main State Exam (grade 9) and the Unified State Exam (grade 11).

Improving a modern lesson and additional extracurricular work in geography requires constant creativity from the teacher, a transition from simple forms of classes to more complex ones. The systemic nature and development of both types of activities is based on the teacher's knowledge of his students, the choice of tasks that are feasible for each specific team, taking into account the age and individual characteristics, inclinations and interests of schoolchildren.

5. Forms of organizing classroom and extracurricular work in geography within the framework of internetwork interaction.

According to [11], the forms of classroom and extracurricular work in geography can be different depending on the number of students in the class (group) and the frequency of classes.

Depending on the school (rural, urban), the frequency of classes is limited to one or two academic years, for which classwork and extracurricular activities are planned.

So, for our cases, in a rural secondary school (*Secondary School №1, the village of Askino, Republic of Bashkortostan, Russian Federation*), the main lesson of geography is calculated as 1 hour per week, that is, the basic level of the subject in the

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amount of 68 hours is studied by high school students during 2 academic periods (grades 10-11).

However, in an urban secondary school (*High School "Visotka", the city of Gubkinsky, Yamalo-Nenetsky region, Russian Federation*), the main geography lesson is designed as 2 hours per week, that is, the basic level of the subject is 68 hours for high school students during 1 academic period (grade 10).

This is due to the fact that depending on the region of the Russian Federation, republic, urban district, rural area, type of educational institution (school), the program for studying the geography course in high school is completely different. This is also due to the fact that in a city school, compared to a rural school, future graduates (grade 11) study the specialized level of the subject. Finally, another important aspect that shows differences is the choice of curriculum for high school by each educational institution individually.

On the other hand, there is no big line between systematic weekly lessons and occasional extracurricular work. Many episodic forms can turn into systematic ones and vice versa, it depends on the teacher's passion. But due to the scale and complexity of preparation, such forms as the All-Russian Olympiads for schoolchildren, geography weeks, evenings are usually one-time events during the current academic year.

As an addition to current academic activities in lesson format, systematic (weekly) forms of extracurricular work are designed for in-depth, long-term work with a permanent or changing composition of high school students.

Therefore, occasional extracurricular work is intended for individual one-time events and assignments. Such events include evenings, hikes, Olympiads, and conferences.

We conduct systematic lessons and occasional forms of extracurricular work in geography as mass, group, individual forms of classes, which are closely interconnected and transform into each other. During the current academic year, we, as a rule, additionally try to implement mass forms of educational and extracurricular activities, such as geography week, geographical Olympiad, theme evenings, scientific and practical conferences, meetings with scientists and travelers.

For example, if a rural secondary school opens basic classes for high school students, then urban schools may also have specialized classes for a more in-depth study of geography. Thus, in the above-mentioned city school, corporate classes have been created, which are construction and architectural classes. Geography teaching in such classes is designed for two study periods, taking into account the basic and specialized areas.

In the schools we have indicated, in addition to the curriculum, so-called elective courses or elective courses are introduced. Group forms of educational

and extracurricular work are specifically used here. The above types of educational activities are no different from electives, clubs, excursions, expeditions, hikes, which cover a large group of students (30-35 high school students) and a small group (1-3 high school students). This form of academic and extracurricular work is characterized by the active activity of every high school student.

Finally, we also practice individual extracurricular work on subjects in the form of preparing abstracts, reports, presentations, research project assignments, and others. Just recently, at one of the All-Russian scientific and practical conferences under the Ministry of Education and Science of the Republic of Bashkortostan, the Institute for Educational Development of the Republic of Bashkortostan [12], we presented individual, student-oriented methods, approaches to preparing high school students (grade 10) for writing Final Individual Projects and scientific articles [13] at various levels (Regional, Republican, All-Russian, International).

6. Methods of organizing classroom and extracurricular work in geography within the framework of internetwork interaction.

Based on the work [14], we believe that the methods of educational and extracurricular work in geography can be very different; it all depends on the goals and content. Any form of organization of educational and extracurricular work should most fully reveal the development of cognitive abilities of high school students.

It is important to ensure a comprehensive combination of various forms in an appropriate sequence. This increases students' interest in the subject and develops the creativity of future graduates of both rural and urban secondary schools.

The methods of organizing schoolchildren's activities in class and extracurricular work largely coincide, since their choice is determined, first of all, by the specifics of the material being studied - geographical knowledge.

We believe that the most effective methods are those identified by sources of geographical knowledge. But when working with any sources of geographic information, it is important to take into account the degree of independence of schoolchildren, since the use of the same source of knowledge can be both at the reproductive level and at the independent, creative level.

For example, as we noticed when analyzing educational literature, depending on the choice of textbook (basic, specialized) for teaching geography, chapters and topics may not contain the basics of geology and cartography. Therefore, some materials have to be studied in extra time – extracurricular work.

All the forms and methods we have listed are widely used in organizing various forms of educational and extracurricular work.

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Summarizing the last two points of our article, we have derived the main indicators of the effectiveness of extracurricular work in geography:

(1) Improving the quality of geographical knowledge, abilities, skills of modern high school students and future graduates;

(2) The intellectual and emotional mood of students, aimed at increasing interest in classes in class and outside of class, reading additional literature, active participation in socially useful work and other indicators;

(3) Increased independence of senior schoolchildren during classwork and homework, which leads to perseverance and more serious preparation for final exams – the Main State Exam, the Unified State Exam;

(4) Improving the quality of knowledge in other subjects and related disciplines in the natural sciences, humanities, and technology;

(5) Acquiring skills in working with various sources of information, including electronic libraries on the Internet;

(6) Increasing the general level of culture of schoolchildren, high school students, graduates to become a highly professional specialist for their country.

All of the listed indicators of the effectiveness of educational and extracurricular work in geography characterize the quality level of schoolchildren's preparation. This level can be determined by getting to know the students more closely: in a conversation, during observation, during a survey, when studying the creative works of high school students.

Of course, there are other performance indicators that reflect the external, organizational side of academic and extracurricular work. Let's highlight some of them.

(1) For mass forms, the indicator of effectiveness is the involvement of students in educational work and adherence to discipline during the event.

(2) An indicator of the effectiveness of group forms of classroom and extracurricular work is the stable composition of educated groups and collective work in the classroom.

(3) An indicator of the effectiveness of individual forms is positive changes in the behavior, knowledge, skills, and views of high school students.

7. Additional extracurricular work in geography as a form of educational activity.

In this paragraph of our article, we will consider in detail the most optimal forms of additional extracurricular work in geography as support, assistance, and an application to in-depth study of the subject. The given forms of activity with students in rural and urban secondary schools allow subject teachers to better prepare their graduates for the state exam in geography.

Geography club. One of the most common forms of extracurricular work in geography is a geography club. According to [15], they perform functions that promote activity and independence, form the cognitive interests of students, and provide the opportunity for a systematic, in-depth study of a topic that interests them.

In our schools, we organize a geography club with students of different ages, but still this is the most suitable form of work for middle (9th grade) and senior (10-11th grade) schoolchildren. If work in a club has social significance, then the activity of students increases.

Therefore, in the work of the club, we take this into account and select types of socially useful work aimed at organizing a local history corner, museum, exhibition, landscaping and other types of activities with students.

For the purpose of in-depth preparation for the final exam in geography, for individual students or a group of students, we draw up separate tasks taking into account the interests of each of them.

That's why we use individual and student-centered approaches to learning. In the process of various activities, students, as a rule, acquire skills and abilities that allow them to show their activity and interest.

Elective course in Geography. Every year for students in grades 9-11, according to the chosen school curriculum, at the beginning of the school year we conduct a survey in order for students to choose an additional lesson for a more in-depth study of the subject and high-quality preparation for state exams.

As a rule, 9th grade graduates have to take 4 final exams in the "Main State Exam" format to further obtain a certificate, that is, Mathematics and Russian are compulsory subjects, and two other subjects are at the student's choice. If the graduate chose geography, then in the main schedule this course will be attended once a week.

For high school students, as future graduates, they will have to take at least 2 final exams in the "Unified State Exam" format to further obtain a certificate, that is, Mathematics and Russian are compulsory subjects. If the graduate chose geography as an exam, then for additional preparation in the main schedule, this course will also be attended once a week during the 10-11th grade. Therefore, high school students attend this course one year more than secondary school graduates.

Based on the work of the author [16], we believe that conducting elective courses for the subject "Geography" contributes to the in-depth acquisition of knowledge and the development of individual interests of students. Many years of experience in conducting elective courses shows that additional classes in geography arouse sustained interest among students and improve the quality of their knowledge and skills.

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Elective courses are closely related to the core program content of the subject. Successful and high-quality preparation of students and future graduates is facilitated by relying on the knowledge acquired in the geography courses studied, as well as taking into account the age characteristics of schoolchildren.

We are convinced that the educational value of elective courses is determined by the fact that they deepen students' knowledge in comparison with educational materials, introduce them to professions, and they equip future graduates with the methods of educational work necessary for further education and self-education.

Thus, we conclude that elective courses are nothing more than a special form of additional extracurricular work, which is inextricably linked with class activities, continues and develops them, and affects their quality. All elective courses are characterized by constant reliance on local history material, a large proportion of independent work by students, and widespread use of lecture and seminar methods.

The result of classes of middle and high school students in various elective courses is success in the subject, clear professional orientation in school and life.

School Museum. The work of students in a school museum under the guidance of their teacher is also one of the forms of organizing educational and extracurricular work in geography [17]. Especially among high school students, we observe the development of creative independence and social activity in the process of collecting, researching, processing and designing materials that are sources on the history of nature and society, having educational and scientific-cognitive value.

As a rule, in rural areas (*the village of Askino, Republic of Bashkortostan*), when organizing a museum, we carry out collecting and search work. Thus, the basis for the creation of our Historical and Local Lore "School Museum" on the basis of a rural secondary school is local history work, which is based on self-government and initiative of students.

On the other hand, for the purpose of inter-network interaction between these two schools in the mode of remote cooperation, in an urban area (*the city of Gubkinsky, Yamalo-Nenetsky region*), we contact the Municipal Budgetary Institution "Gubkinsky Museum of Northern Development" [18]. This is due to the fact that our city school is new and does not have its own museum.

There is a close connection between the activities of the museum and the educational process at school. During the school year, we plan which lesson topics can be taught using museum exhibits or directly in the museum itself, taking into account that they also contain geological exhibits and minerals.

Thus, certain geography lessons, within the framework of the main schedule and extracurricular

activities, actively use the museum's collections for specific topics in the school course of the subject. We have extensive experience in implementing the local history component in teaching geography through the integration of extracurricular activities and the work of the school museum.

8. Methodological assistance in educational and extracurricular activities in geography.

In order to provide high-quality basic lessons and extracurricular activities in geography, each subject teacher needs methodological assistance in using general pedagogy and didactics in the methodology of teaching the subject. A modern geography lesson involves the widespread use of methods such as practice, laboratory exercises, and comparison of experimental lessons with traditional lessons. In this paragraph we will dwell in detail on the experience of school, district and city methodological associations in geography.

Methodical association of teachers. Based on [19], we believe that one of the most promising, interesting forms of activity of a geography teacher within the framework of extracurricular work is professional growth, exchange of experience with colleagues on the basis of school, municipal, and city methodological associations. It differs from other forms of work in its diversity in the choice of content, breadth of information, involvement of specialists from different fields, and involvement of students of different ages.

The main forms of classes of our methodological associations of different levels are lectures, seminars, practical work, and screenings of popular science films, conferences, and excursions with students in organizations, enterprises of the region, village, city, and district. Subject teachers prepare messages, reports, conduct conversations with middle and senior students, give lectures, perform practical work on site, and organize events for the purpose of career guidance for future school graduates.

The meeting of the school methodological association is held once a month, the district and municipal methodological associations – once at the end of each quarter, that is, at least 4 times per academic year. The work of the association is proceeding according to plan. The action plan indicates the dates and responsible teachers, possibly high school students, for their implementation.

When the association meets, more attention is paid to the practical activities of teachers, possibly with the involvement of students, the organization of their socially useful work, theoretical methods of working with literature, reference books, geographical and economic maps.

Particular attention is paid to the issues of quality preparation of graduating students (grades 9 and 11) for the final exam in geography. An analysis of all types of exam problems and methods for solving

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problems of increased complexity are required. Additionally, let's not forget about the Geography Olympiad movement.

Geography Olympiad. We know and accept the fact that it is impossible and unrealistic to prepare interested students for the Olympiad in the subject only within the framework of geography classes. This is because the Olympiad is one of the important forms of additional extracurricular work that contributes to the development of students' cognitive interest in geography.

The purpose of the All-Russian School Olympiad is to involve a large number of students in extracurricular activities in this subject, increase their interest in geographical knowledge, develop independence, and improve general educational and geography-specific skills of middle and high school students.

In addition to developing cognitive interest, Olympiads allow students to more correctly decide on the issue of students choosing the subject of geography as a discipline for deeper study, which will help them in the future determine their future profession. Geography Olympiads sum up the results of all additional extracurricular work by the teacher in his subject, so they are preceded by a preparation stage.

Therefore, based on [20], we argue that an important point in preparing Olympiads is the use of correctly and competently composed questions, assignments, and possibly even tasks. We try to select questions taking into account the connection with the educational program material in geography. To complete Olympiad tasks, students use only those theoretical principles and practical skills that are defined by the geography program, which allows them to avoid overloading students. Based on the specifics of the subject, a prerequisite for preparation is consideration of issues of local history and environmental protection.

We believe that when holding local history Olympiads, a combination of scientificity, problem-solving and entertainment is necessary. The Olympiads should be held in several rounds – correspondence and full-time stages.

Our observations show that tasks for Olympiads are mostly interesting, meaningful, original, "non-standard", force respondents to apply their knowledge in new conditions, and require deep reflection rather than simple reproduction. In addition, there are always questions both to check facts and knowledge of theories, and to test students' practical skills.

At the present stage of training, during the preparation and conduct of the Olympiad, all its participants are in equal conditions. Olympiads are held between students of the same age. Their content includes both complex and accessible tasks for most participants.

Full-time and correspondence formats for the Olympiad allow you to track the results of completed tasks in your personal accounts on the official website of the All-Russian Olympiad for Schoolchildren on the Sirius platform [21], since the protocols are entered according to the issued individual access code.

Lesson with a famous person. One of the most common mass forms of classroom and extracurricular work is open lessons in geography with famous, well-known personalities of the republic, region, district, city, and village. They can be carried out both as independent events and as an integral part of an educational lesson, school geography week.

Most often, the topics of such lessons are related to some outstanding historical or anniversary dates. To prepare for an open lesson, you need to determine its topic, select the necessary literature and design on the topic, and write a script.

We usually determine and agree on the topic of an open lesson with the school Administration, subject teachers, high school students, and those involved in geographical clubs.

High school students can prepare the script independently, which significantly lightens the teacher's workload. If an open lesson is being prepared for the first time, the main work on preparing the script is performed directly by the teacher himself.

We usually begin preparations a week before the open lesson, so that we can prepare all the necessary materials, conduct rehearsals, and decorate the classroom or assembly hall without overload. If there are invited individuals, we will coordinate their presence at this event.

We devote a special place in the content of an open lesson or extracurricular activity to introducing students to the life and work of outstanding scientists, geographers, travelers, expedition participants, ethnographers, historians, local historians, and other personalities of the big and small Motherland. This topic is aimed at broadening the horizons of students, their professional orientation, and developing interest in geographical science.

9. Scientific research work on geography in academic and extracurricular areas.

It is known that every high school student (grades 10-11) writes and defends an Individual Final Project during two study periods. Without defending this project, a high school graduate cannot receive a certificate of secondary general education (grade 11). Therefore, scientific activities in our schools are actively gaining momentum and improving from year to year. Let us take a more extensive look at the forms of activity in research with senior level students.

Scientific Conference. In educational and extracurricular work in geography, attention is paid to holding conferences [22] as one of the forms of work. With the help of conferences, it is possible to study interesting and relevant material in more depth,

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involve a large number of students in independent work, communicate with educational work in the subject, systematize and generalize knowledge in other school subjects. Most often, conferences are held with high school students.

Conferences are preceded by lengthy work. In our schools, all 10th grade students from the beginning of the school year receive topics for writing a Final Individual Project in their subject. As a rule, a huge number of high school students choose geography.

Usually, in the first month of the school year, the subject teacher offers students a conference plan, a list of necessary additional scientific literature on the research problem, topics for reports, and schedules consultations. The active involvement of students in the conference is preceded by the stage of writing abstracts on the chosen topic.

In our rural educational organization (*the village of Askino, Republic of Bashkortostan*), we organize and conduct two School scientific and practical conferences.

At the end of the 2nd quarter of the academic year, 10th grade students defend their final individual projects in the area of the natural science block (mathematics, physics, computer science, chemistry, geography, biology).

At the end of the 4th quarter of the academic year, 10th grade students defend their final individual projects in the area of the humanities (Russian, literature, history, social studies, English).

For example, one of our latest works [23] is devoted to the connection between subjects such as biology, geography, ecology, computer science, and the Bashkir language, in which we examine issues of the relationship between ethnicity and nature, problems of water resources and ecology, and the protection of caves and grottoes.

The success of the conference is facilitated by an exhibition of literature on this issue, the publication of a thematic wall newspaper, a review of the best abstracts, diagrams, tables, slides made by students, and films that contribute to a visual understanding of the issue.

Conferences are held in an official format with the participation of representatives of the district Administration, city or district Department of Education, employees of organizations and enterprises for the purpose of further career guidance work with future school graduates.

These kinds of events play a great educational role. High school students have to defend their views and opinions. Each presentation shows how interested the students are in the topic and have the skills to work independently.

During the defense, it is especially interesting for us that high school students present so-called oral journals on geography, which are aimed at satisfying curiosity about the subject. It differs from other forms

of educational and extracurricular work in the breadth of information.

An oral journal includes elements of entertainment and clarity. Usually an oral journal has the title "*Behind the Pages of a Geography Textbook*", "*Young Local Historian*" and so on. An issue of one oral journal consists of 5–6 pages, each of which has a specific title.

Presenting an oral journal requires a lot of work from students. It is necessary to identify the person responsible for each page, help select the necessary literature, arrange it in the form of a message, scene, montage, and find expressive, bright illustrations. Typically, an oral journal is conducted by a presenter, who opens each page with short introductions, a musical insert, or a page of presentation slides.

Oral journals that focus on a specific issue, such as nature conservation, are interesting. Our students prepare them as follows. One of the pages of this issue is devoted to acquaintance with the scientific literature on this issue. The page usually begins with an introduction to the author of the book, a brief summary of it is given, and then there are 2-3 messages on the most important sections of the book. In many schools, in addition to the oral journal, they publish wall newspapers, posters, and organize book exhibitions.

Oral journals are an effective form of curricular and extracurricular activities, closely related to other forms such as quizzes, conferences, and so on. In a short time they provide an opportunity to introduce class students to many issues of geographical science.

Professional orientation work. Our schools and educational general education organizations actively cooperate with universities of the republic, region, and city. University staffs go to our schools with career guidance work, or we organize trips with future graduates.

One of the most popular and beloved forms of work with university staff among senior students are scientific quizzes [24]. Their main goal is to increase interest in the subject, consolidate and deepen the knowledge gained in the process of teaching geography.

We believe that such geographic quizzes are a universal form of educational and additional extracurricular work, since they are included in the conduct of geographic evenings, conferences, etc., in addition, the quiz allows you to cover a significant number of participants.

When organizing trips to universities, our subject teachers understand perfectly well that when conducting quizzes, employees take into account the age of students, otherwise the questions will be inaccessible to many of them, and this will reduce cognitive interest. Because the responsible work in preparing and conducting a quiz is composing questions.

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Conducting quizzes helps to consolidate the students' knowledge and develops the memory of each of them. As a result of recording the participation of their students in quizzes, the teacher has the opportunity to monitor the general development of the students, their erudition, and curiosity.

We believe that scientific quizzes allow us to model the search activity of high school students aimed at achieving a common significant goal and obtaining specific results.

As part of cooperation with universities, once a school year our teachers organize and conduct a geography week at school [25], inviting university staff, which is a comprehensive event that combines various forms of classroom and extracurricular work: evenings, conferences, and competitions of geographical knowledge, newspaper competitions, essays, and others.

The uniqueness of the geography week is that it includes individual, group, and mass work on the subject, attracting senior school students with its cognitive side, emotionality, and the opportunity to express them. The main objective of the geography week is to develop students' interest in geography, professional orientation toward geographical professions, and foster love for their Homeland.

The plan for holding a geography week at school is agreed upon with the Administration of the educational institution, having previously notified the employees of the universities, and then we post it in the foyer, in the news feed on the official website usually two weeks before the start of the event. In preparation for the geography week, each senior class receives the appropriate assignments.

We use geography week at school to the maximum extent possible to promote popular science and fiction literature, which influences the formation of students' worldviews and cognitive interests, arouses interest in science, and influences the choice of a future profession.

Finally, another form of cooperation between the school and universities is the publication of wall newspapers on geography by senior school students. As a rule, such work is carried out with the geographical departments of universities under the supervision of staff and our subject teachers.

Wall newspapers are distinguished by their content, purpose and design. Working issues of newspapers are distinguished by their strictness, businesslike content, design of the material, and manner of presentation. Thematic newspapers are usually devoted to a specific topic and are published no more than 2-3 times per academic year.

Emergency wall newspapers containing express information are characterized by particular clarity and precision of thought, brevity of presentation, brightness and expressiveness of design. We mainly supervise the publication of scientific wall newspapers.

Our geography teachers fully coordinate their joint work with university staff in that the design of the newspaper should correspond to its content. Students publish wall newspapers at least once every two quarters, as well as in preparation for mass geography events. It should also be remembered that the educational impact of a wall newspaper will be more effective if its content is saturated with ideological meaning, and also if the newspaper has a permanent place.

When working on a wall newspaper, we define its leading idea or theme, and then select scientific articles and illustrations for them. After that, we draw up a diagram of the proposed newspaper, and then design it.

In addition to school wall newspapers, school geography publications include magazines, collections, albums, diaries, and posters. The preparation of these publications is the result of the joint efforts of a number of subject teachers: a geographer, a writer, a historian, a biologist, and a drawing teacher. Such joint work contributes to a more successful achievement of the educational and upbringing tasks facing the school.

School scientific geographic journals can be published two or three times a year. Their topics can be quite diverse: preparation and reflection of significant events in the life of the country (native land), significant dates in geographic science, coverage of the most pressing geographic problems of our time. Our schools are only planning such work, as it is connected with the typographic requirements of the university.

For example, the basis for creating a school scientific journal can be the topic of the essay "*Nature in the works of Russian and Soviet writers*", "*Nature of our region*". The best works of students, from the point of view of literature and geography teachers, form the basis of the journal. The drawing teacher helps to design these works. As a rule, journals are kept in the geography room or school museum.

School posters on geography are also available to everyone. We hold thematic poster reviews and competitions "*Protect nature!*", "*About our smaller brothers*". Schoolchildren of different ages take part in these competitions. We also include the design of albums on local history among the geographic tasks.

Based on the results of the work of geographic local history clubs, electives, we create albums "*Nature of our region*", "*Toponymy of our city*" and others. This is very valuable material that can be widely used both in geography lessons and in extracurricular work.

The publication of various geographical publications has great educational and upbringing significance: it helps to formalize the results of the work of middle and senior students, make them public property, convince the performers themselves and other schoolchildren of the usefulness of this work,

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develop in children a taste for scientific and research work, and instill a love of work.

Thus, our vast experience shows that the creation of such geographical publications in a school geographical room, geographical club or club is one of the best ways to encourage schoolchildren to participate in class and extracurricular work on geography.

10. Conclusion.

We believe that improving the quality of education and upbringing is achieved by combining work in the main lesson with additional extracurricular work. These forms of activity have a significant impact on students of middle and senior levels of education in terms of developing their geographical interests, forming a professional focus, expanding their general outlook, and developing cognitive independence. Educational and additional extracurricular work plays an important role in the upbringing and education of students.

Geography as a subject has a significant impact on the worldview of students in any school, convincing them of the need to understand geographical patterns and take care of nature.

All the forms of educational and additional extracurricular work considered in this article have much in common and are aimed at developing modern students' interest in the subject and geographical thinking.

Summarizing all our described work, we confidently write that for the organization of any class and additional extracurricular activities of schoolchildren, high school students and future graduates it is necessary:

(1) Take into account the interests and needs of students;

(2) Clearly plan educational and additional extracurricular work;

(3) Accurately and specifically define the final results of the work;

(4) Be able to apply the previous level of training of students;

(5) Be able to organize the connection between class and additional extracurricular work taking into account the chapters, topics, and paragraphs studied in geography;

(6) Use the connection with other subjects when organizing various forms of class and additional extracurricular work;

(7) Pay attention to the socially useful activities of students.

Thus, our article examines the main forms of educational and additional extracurricular work, and characterizes their features. Each geography teacher should have the most complete information about what is available on the subject in the field of educational and additional extracurricular work.

This knowledge will help to correctly use the most acceptable forms and methods of work, taking into account the conditions that really exist in a particular class or school.

The described theoretical, practical and methodological techniques will allow you to apply them creatively, develop and enrich your knowledge, skills and abilities with your own experience from real life.

We hope that the information contained in this article will help, among others, the pedagogical community of teachers, colleagues in rural and urban schools, beginning geography teachers and will be a good support in their difficult but creative work.

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