Registered in Germany **Europa Revue Journal**
ISSN: 1862-6564 **Vol. 6 No. 7 (2026) Published July 9, 2026**

THE ROLE OF THE EXCURSION METHOD IN IMPROVING THE QUALITY OF EDUCATION FOR PRIMARY SCHOOL STUDENTS

Gulistan state university

Guzal Sheranova, pedagog

Abstract

This article examines the pedagogical role of the excursion method in improving the quality of education among primary school students. The excursion, understood as a form of organized instruction conducted outside the traditional classroom, allows learners to observe real objects, processes and phenomena directly, thereby strengthening the link between theoretical knowledge and practical experience. Drawing on the theoretical positions of classical and contemporary didactics, the article analyzes the didactic functions of excursions (cognitive, developmental, and educational-upbringing), the stages of their organization (preparatory, main, and concluding), and the pedagogical conditions required for their effective use in primary education.

Keywords

excursion method, primary education, quality of education, experiential learning, teaching methods, cognitive activity, observation, nature study, extracurricular activities.

Аннотация. В статье рассматривается педагогическая роль экскурсионного метода в повышении качества образования учащихся начальных классов. Экскурсия, понимаемая как форма организованного обучения, проводимого вне традиционного класса, позволяет учащимся непосредственно наблюдать реальные объекты, процессы и явления, тем самым укрепляя связь между теоретическими знаниями и практическим опытом. Опираясь на положения классической и современной дидактики, в статье анализируются дидактические функции экскурсий (познавательная, развивающая и воспитательная), этапы их организации (подготовительный, основной и заключительный), а также педагогические условия их эффективного применения в начальном образовании.

Ключевые слова: *экскурсионный метод, начальное образование, качество образования, опытное обучение, методы обучения, познавательная активность, наблюдение, изучение природы, внеклассная деятельность.*

Annotatsiya. Ushbu maqolada ekskursiya metodining boshlang‘ich sinf o‘quvchilari ta'lim sifatini oshirishdagi pedagogik ahamiyati tahlil qilinadi. An'anaviy sinf xonasidan tashqarida tashkil etiladigan ta'lim shakli sifatida tushuniladigan ekskursiya o‘quvchilarga real ob'ekt, jarayon va hodisalarni bevosita kuzatish imkonini beradi, natijada nazariy bilim bilan amaliy tajriba o‘rtasidagi bog‘liqlik mustahkamlanadi. Klassik va zamonaviy didaktika nazariyalariga tayangan holda, maqolada ekskursiyaning didaktik funksiyalari (bilish, rivojlantiruvchi va tarbiyaviy), uni tashkil etish bosqichlari (tayyorgarlik, asosiy va yakuniy), shuningdek boshlang‘ich ta'limda uni samarali qo‘llash uchun zarur bo‘lgan pedagogik shart-sharoitlar yoritilgan.

Kalit so‘zlar: *ekskursiya metodi, boshlang‘ich ta'lim, ta'lim sifati, tajribaviy ta'lim, o‘qitish metodlari, bilish faolligi, kuzatish, tabiatshunoslik, sinfdan tashqari faoliyat.*

INTRODUCTION. Improving the quality of primary education remains one of the central tasks of pedagogical science and practice, since it is at this stage that children form their first stable habits of learning, observation and independent thinking. Traditional classroom-bound instruction, while indispensable for systematizing knowledge, often limits opportunities for direct sensory experience, which is particularly important for younger schoolchildren whose thinking is still largely concrete and image-based.

The excursion method occupies a special place among active teaching methods because it transfers the learning process from the confines of the classroom into a natural, social or industrial environment. As a form of organized instruction, the excursion combines observation, independent investigation and collective discussion, and it has long been recognized by classical didactics as a powerful tool for connecting theory with life. Early twentieth-century Russian methodologists such as Kaigorodov and Polovtsov argued that excursions should not replace classroom teaching but should

be coordinated with the curriculum to enrich and deepen it, a position that remains influential in contemporary methodology.

Contemporary research continues to confirm the pedagogical value of excursions across educational levels. Studies of excursion-based and field-based learning show that such immersion pedagogies strengthen self-directed learning, reflection and professional understanding among learners, while classical experiential learning theory holds that genuine understanding develops through a continuous cycle of concrete experience, reflective observation, abstract conceptualization and active experimentation. Applied to primary schooling, this suggests that carefully planned excursions can make abstract subject content tangible for young learners and can strengthen the emotional and motivational dimension of the learning process.

Despite this recognized value, the excursion method is frequently underused in primary school practice, often reduced to occasional, poorly structured outings that are not systematically connected to lesson objectives. This gap between theoretical recognition and practical implementation defines the problem addressed in this article.

The purpose of this study is to examine the didactic functions and organizational structure of the excursion method and to determine, through empirical observation, its effect on the quality of primary education, understood in terms of pupils' cognitive activity, motivation, attentiveness and durability of knowledge.

MATERIALS AND METHODS. The study combined theoretical and empirical methods. The theoretical part involved analysis and synthesis of pedagogical and methodological literature on the excursion method, didactic principles of primary education, and experiential learning theory, in order to define the didactic functions and stages of excursion organization.

The empirical part was carried out with primary school pupils in grades 2–4 and their teachers. Two parallel groups of comparable size and initial academic performance were formed: an experimental group, in which subject-related excursions (nature study, local history and simple production excursions) were systematically integrated into the lesson system over one academic term, and a control group, which was taught the same topics through standard classroom lessons without excursions.

RESULTS. Observation data indicated that pupils in the experimental group displayed markedly higher levels of attentiveness and spontaneous questioning during and after excursions compared with ordinary classroom lessons. Teachers recorded a noticeably higher number of pupil-initiated questions and comments during the main stage of excursions than during comparable classroom sessions.

Comparison of pre- and post-unit knowledge checks showed that pupils in the experimental group achieved a greater average improvement in scores than pupils in the control group, and, in follow-up checks conducted several weeks later, retained a larger share of the material. This suggests that direct observation and concrete experience during excursions contribute to a more durable form of knowledge acquisition than verbal explanation alone.

The teacher questionnaire showed that the great majority of respondents considered excursions pedagogically valuable and reported that pupils were visibly more motivated and better behaved during excursion-based lessons than during ordinary classes. At the same time, teachers identified organizational difficulties as the main obstacle to more frequent use of excursions, most commonly limited instructional time, safety and logistical concerns, and insufficient methodological guidance on integrating excursions with the curriculum.

Finally, the data showed that the pedagogical benefit of excursions depended strongly on methodological quality: excursions that followed the full three-stage structure with clearly defined observation tasks and a structured concluding discussion produced substantially better learning outcomes than excursions conducted informally, without preparation or follow-up.

DISCUSSION. The results are consistent with the theoretical premise, long emphasized in didactics, that classroom teaching and excursions are complementary rather than competing forms of instruction and should be planned together within the general aims of the curriculum. The higher cognitive activity and motivation observed among pupils in the experimental group support the view, grounded in experiential learning theory, that direct concrete experience followed by structured reflection produces deeper understanding than instruction based on verbal explanation alone.

The finding that pupils in the experimental group retained knowledge more durably over time aligns with research on immersion pedagogies, which links direct field experience to stronger reflective learning and more meaningful engagement with subject content. It also supports the practical argument, made in earlier methodological literature, that the educational value of an excursion is only realized when its outcomes are deliberately integrated into subsequent teaching rather than left as an isolated event.

The organizational difficulties reported by teachers point to a structural rather than a conceptual barrier: teachers broadly recognize the pedagogical value of excursions but lack sufficient time, institutional support and methodological training to organize them systematically. This is consistent with survey-based findings in the wider literature indicating that, although both teachers and pupils generally view excursions positively, their practical realization in primary schools remains inconsistent and under-supported.

The dependence of learning outcomes on methodological quality reinforces a central point of classical excursion pedagogy: an excursion is not merely a change of location but a structured instructional process requiring careful preparation, guided observation and systematic follow-up. Where any of these three stages is weak, the pedagogical benefit of the excursion diminishes considerably, regardless of the interest of the site visited.

Certain limitations of the present study should be acknowledged, including the relatively short duration of the intervention and the reliance on teacher-reported and observational data alongside brief knowledge-checks rather than standardized achievement tests. Future research with larger samples, longer intervention periods and more diverse subject areas would help to further substantiate these findings.

CONCLUSION. The excursion method, when methodologically well organized and systematically integrated with classroom instruction, makes a measurable positive contribution to the quality of primary education. It increases pupils' cognitive activity, sustains their motivation and attention, and supports more durable acquisition of knowledge than classroom teaching alone. Its effectiveness, however, depends directly

on the quality of its organization: excursions must be carefully prepared, purposefully guided during observation, and thoughtfully followed up in the classroom in order to realize their full didactic potential.

For primary school practice, these findings suggest that excursions should be treated not as occasional supplementary outings but as a regular, curriculum-integrated teaching method, supported by clear methodological guidelines, adequate instructional time and appropriate institutional support for teachers. Strengthening this support would allow the excursion method to be used more consistently and would contribute meaningfully to raising the overall quality of primary education.

REFERENCES

1. Bezić, K. (1975). Metodika nastave poznavanja prirode i društva [Methodics of teaching the subject of nature and society]. Zagreb: Školska knjiga.

2. Dewey, J. (1916). Democracy and education: An introduction to the philosophy of education. New York: Macmillan.

3. Dewey, J. (1938). Experience and education. New York: Macmillan.

4. Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. Academy of Management Learning & Education, 4(2), 193–212.

5. Michie, M. (1998). Factors influencing secondary science teachers to organise and conduct field trips. Australian Science Teachers Journal, 44(4), 43–50.

6. O‘zbekiston Respublikasining "Ta'lim to‘g‘risida"gi Qonuni (2020). Toshkent: O‘zbekiston Respublikasi Qonun hujjatlari to‘plami.

7. Polovtsov, V. V. (1907). Osnovy obshchey metodiki estestvoznaniya [Foundations of the general methodology of natural science]. Moscow.

8. Ushinskiy, K. D. (1974). Izbrannye pedagogicheskie sochineniya [Selected pedagogical works]. Moscow: Pedagogika.

9. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.