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## **THE USE OF EXCURSIONS AND OUTINGS IN THE SUBJECT OF HISTORY FOR STUDENTS WITH MILD INTELLECTUAL DISABILITIES**

**Abstract:** Excursions and field trips are an important part of the educational process of students with mild intellectual disabilities. These forms of experiential learning allow students to acquire new knowledge directly in a real environment, develop social skills and strengthen their independence. The advantage and strength of the excursion method is that the information that students with mild intellectual disabilities obtain during the excursion is modified and consolidated in the process of assimilation. Within the teaching process, students with intellectual disabilities require a specific approach that is adapted to their individual abilities and needs. Classic teaching methods based on theory can be challenging for students with intellectual disabilities. That is why excursions and field trips can be a benefit and an effective tool for these students, through which they can better perceive the subject matter through direct contact with history and experiential learning. The paper presents the results of a survey conducted to analyze the importance of field trips and excursions in history lessons, their benefits for students with intellectual disabilities, and to examine the challenges associated with their organization. The objectives of the survey were to examine the use and frequency of field trips and excursions in history lessons and to identify factors influencing the frequency of field trips and excursions. Despite the importance of these experiential forms, however, educators encounter various challenges and

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obstacles when organizing such activities that can affect their implementation.

**Keywords:** History. The Excursion. The Walk. Special primary school Student with intellectual disabilities.

### Introduction

The teaching process is a complex and organized activity of the teacher and the students aimed at transferring and acquiring knowledge, skills and habits. The main actors of this process are the teacher who teaches and the student who learns, and there is interaction between them. The teaching process consists of elements such as the goal, content, methods, forms, didactic means, etc. [5]. According to Tóthová, Kostruba and Ferková [17], organizational forms represent the way the organizational side of the teaching process will look like. This means in what time frame and space the teaching unit is implemented, what the organizational arrangement, structure of activities and roles of the participants in the teaching process, such as teachers and students, will be. Obst [11] claims that with the help of the organizational form, the content of the teaching process can be implemented through various methods, when we can use material and non-material means. The choice of organizational form affects the teacher's activity, the student's activity and the final educational results. The teaching process can thus be perceived as a deliberate arrangement of educational factors, which include the goal, content, methods, material resources, as well as the activities of the teacher and the student in a certain temporal and spatial context. The main goal of this arrangement is to achieve the set goals of the teaching process. We divide organizational forms of teaching into three groups - according to the number of students who participate in the teaching process together with the teacher; according to the place of implementation of the teaching process; according to the level of independent activity of students when working in the teaching process [18]. Hlebová [6] divides organizational forms as follows - based on the number of students taught; based on the duration of teaching; based on the homogeneity of students in the class; based on the number of students taught simultaneously; based on the division of students into parallel; based on the speed of students' progress during teaching.

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A walk, excursion and trip are among the extracurricular organizational forms of teaching. Through these forms, students enrich their knowledge through direct observation of objects, phenomena, events in the natural or social environment [9]. A walk is a short-term activity lasting 1-2 hours, which is carried out in the vicinity of the school. It allows students to get to know and discover objects, phenomena and situations in their natural environment. The direct experience gained during the walk contributes to the formation of correct ideas among students and the consolidation of acquired knowledge. An excursion is a similar organizational form to a walk, but it is more demanding in terms of organization and lasts longer [15]. The difference between a walk and an excursion lies in the time scale and didactic requirements. A walk is usually carried out on foot near the school and usually lasts one to two hours, while an excursion requires more thorough preparation for implementation, has higher didactic demands and lasts longer [2]. Chrenščová [3] characterizes an excursion as an organizational form that has a didactic benefit and educational potential within the framework of teaching. Based on observation, students can observe objects, phenomena, work activities and their outputs in the natural environment, in the social and cultural environment, thanks to which they acquire precise and complex knowledge. Direct contact with the real thing being learned evokes emotions, an emotional experience in students and leads them to create an emotional relationship with the object of knowledge. Bocková [2] defines an excursion as a method whose aim is to connect the school with real life and at the same time gives teaching a new and more interesting form. It usually involves a visit to a familiar and interesting place that is related to the curriculum and contributes to the enrichment of students' knowledge. Authors Reznichenko and Pisniak [13] characterize the excursion as a visual process of learning about the world around us, its objects and phenomena, the process of getting acquainted with the peculiarities of nature, history, life, monuments of a city, region or country. The advantage and strength of the excursion influence method is that the information that students obtain during the excursion is modified in the process of assimilation, becoming their intellectual property. Lengyel [10] divides excursions based on the topic into thematic (related to the topic covered and linked to the curriculum), complex (based on one subject and focused on a broader whole or

the entire subject) and interdisciplinary (connecting several subjects with each other). In terms of time, excursions are motivational and summarizing, in terms of environment - natural environment (forest, nature, etc.), cultural environment (theaters, galleries, exhibitions), behind exhibits and demonstrative function (museums, science centers, etc.) and behind experiences. Kizivatová [8] divides excursions according to their didactic function into: a) introductory, the aim of which is to obtain teaching materials, on which further teaching will be based, to acquire knowledge about the curriculum that will be covered, and to motivate students; b) final, the aim of which is to fix and deepen the acquired knowledge and the covered curriculum. Authors Reznichenko and Pisniak [13] divide excursions into the following types: a) nature excursions - they are carried out in the same places with the aim of showing students the seasonal changes that occur in nature, b) museum excursions - they are directly related to the concept of "museum pedagogy", c) tourist and regional natural history excursions - they provide students with familiarization with the history of the city, region, district, with their monuments, d) complex excursions - they combine several forms. The teacher needs to prepare the excursion. The organization of the excursion consists of three phases: a) planning and preparation, b) implementation and c) final activities after the end of the excursion.

Planning of excursions is carried out at the beginning of the school year. It allows to analyze the educational needs of students and the possibilities of their fulfillment. Based on the analysis, the number of excursions and their type, goals, implementation dates and conditions necessary for their provision are determined. Each school develops a framework plan of excursions (long-term plan), an excursion plan (specific plan for a given school year) and a program of a specific excursion [16]. Lengyel [10] in his book lists the phases of organizing an excursion or trip: setting the goal of the trip/excursion, finding out the interest of the students, creating the program and content of the trip/excursion, ensuring the implementation of the program and transportation, preparing the students, implementing and subsequently evaluating the trip/excursion activity. The excursion itself, its implementation, has three stages: 1. Preparation of the excursion – we divide it into teacher preparation and preparation of the students. Teacher preparation includes planning the

curriculum, objectives and methodological preparation. Kizivatová [8] also emphasizes tasks such as informing the school principal about the implementation of the excursion, ensuring informed consent of the student's legal representative, informing parents about the requirements for clothing and footwear, ensuring a replacement program and supervision for students who will not participate in the excursion, keeping consistent documentation of the course of the excursion (informed consent, safety instructions, organizational plan for the event), ensuring safety and health instructions for all students, ensuring transportation, accident insurance, ensuring the collection of funds, developing a worksheet for students. Student preparation represents a review of the curriculum related to the subject of the excursion, they receive general information about the meaning and content of the excursion, what they will see and what knowledge they will gain, what clothing, footwear and other personal belongings they should take with them, etc.) [17]. Kizivatová [8] draws attention to the importance of motivating students, providing them with sufficient essential information about the location, duration and transport during the excursion. They should receive recommendations on what to bring, prepare students for the topic of the excursion (repeating the material covered, defining the tasks that students will solve during the excursion), note what the output of the excursion will be and how it will be evaluated, and at the end, students should receive a worksheet. 2. Implementation stage – the actual course of the excursion outside the school premises, usually with a guide. 3. Final stage/evaluation and use of results – Stojanovska and Krajevka [16] point out that the end of the excursion itself does not mean the end of all activities that need to be done with students. After returning to school, it is important to follow up on its course. The form of follow-up activities in the classroom varies depending on the type of excursion and depends on its goals, tasks, and content.

Kizivatová [8] considers the excursion an important part of teaching, because it provides students with the opportunity to better understand the subject matter and is based on experiences that leave a lasting legacy in students. The author states the objectives of the excursion as providing experiential learning, connecting theory with practice, discovering objects and phenomena in the natural environment, creating and uniting students in a

collective, and providing teachers with a chance to get to know students in a different environment and situations than at school.

Kennedy [7] considers excursions as a benefit in history teaching. When using excursions in education, it is important that students understand the excursion as a value, not as a free day spent outside of classes, and at the same time they should be thoroughly prepared for the excursion or trip. A historical excursion is an organizational form of teaching that connects school with life and has a positive impact on teaching. It forms the essence of motivating students in acquiring new knowledge and skills. The excursion is focused on visiting significant and interesting places that are thematically connected with the educational content. A historical excursion includes visiting sites that convey historical memory and provide students with the opportunity to perceive history through scenes, images, buildings, places and exhibitions, thanks to which they can experience history indirectly. Through interaction with historical artifacts and experts, students gain important knowledge. This is experiential learning, which allows students to better and deeper understand history. At the same time, this form of education allows them to recall historical events that happened in a real environment, which allows them to better understand the motives, consequences and connections [4]. According to Rochovská [14], the positive aspects of an excursion include immediate experience and a new experience for the student, as well as the excursion arouses interest in social and natural events in the student, offers an opportunity to build a good relationship with their country and society and, last but not least, allows students to relax and unwind. We can also use educational trails as part of the excursion.

Students with mild intellectual disabilities lack motivation and curiosity when learning, and their learning is mostly mechanical. Students with intellectual disabilities have difficulties with abstract thinking, attention, and orientation in time and space [12], which is why it is difficult for them to imagine historical events that happened in the past and in other places. For students with mild intellectual disabilities, linking teaching with an excursion/walk means connecting theory with practice, and at the same time supporting their emotional and social relationships. For this reason, a

historical excursion has a specific meaning for students with intellectual disabilities. Walks and excursions allow them to convey history and history concretely and sensory - students can see, touch, and walk through historical spaces (castles, museums, etc.), which supports their imagination and long-term memory. At the same time, the multisensory nature of excursions corresponds to their need for visuality and practical exploration. The multisensory approach is based on a way to get as much information as possible to the student, through the use of sight, hearing, touch and kinesthetic stimuli [1]. A walk with a historical purpose provides students with an authentic experience and allows them to learn about the history of their immediate surroundings, which makes the content of history more beneficial and effective, based on visual and sensory stimulation. It creates space for connecting microhistory with macrohistory - through visits to local monuments, historical buildings or exhibitions, students learn about the history of their own region (microhistory), which can then be placed in a broader national or European context (macrohistory). Such a connection supports students' understanding that history is not just distant events, but has a direct relationship to the place where they live. Questions from both teachers and students contribute to the development of critical and historical thinking and at the same time support students' memory, motivation and interest in the history of their immediate surroundings [4]. History teaching is very important in special primary schools. It is important that students with intellectual disabilities have an overview and are familiar with history, not only the history of their country, but also the world. This contributes to the development of their cognitive abilities, emotional and social aspects of their personality. Through history teaching, students are able to create an overview of the past, and at the same time compare the past and the present. History teaches thinking and teaches the ability to navigate the present, inspires the preservation and protection of cultural heritage. Within the teaching process, students with intellectual disabilities require a specific approach that is adapted to their individual abilities and needs. Classical teaching methods based on theory can be challenging for students with intellectual disabilities. That is why walks and excursions can be a beneficial and effective tool for these students, through which they can better perceive the subject matter through direct contact with

history and experiential learning. The preparation of the teacher for teaching history when working with students with intellectual disabilities is essential.

### **Methods of survey**

The organization of the survey included the study of professional literature (analysis and synthesis of scientific and professional publications, magazines and Internet resources). The next step was the implementation of the survey in the form of a questionnaire in electronic form, which was sent to special educators in special primary schools teaching history to students with mild mental disabilities. The final part presents the evaluation and interpretation of the collected data.

### **Survey evaluation**

The aim of the survey was to analyse the importance of field trips and excursions in history lessons, their benefits for pupils with intellectual disabilities, and to examine the challenges associated with their organisation. The survey tasks included examining the use and frequency of field trips and excursions in history lessons and identifying factors influencing the frequency of field trips and excursions. The questionnaire was distributed electronically to teachers of special primary schools throughout Slovakia. Data collection via the questionnaire took place between October 2025 and January 2026. The survey sample consisted of 101 respondents, of whom 80 were women (79.2%) and 20 were men (19.8%). In terms of length of teaching experience, teachers with shorter teaching experience (1–5 years) dominated, 69.3%. Teachers with 6-10 years of experience were represented to a lesser extent (11.9%). The smallest groups were teachers with longer teaching experience (11-15 years) and 16 and more years of experience, which was stated by 9.0% of respondents. Out of 101 respondents, 70 teachers stated that they organize excursions and walks within the subject of history. Among the most significant reasons for not organizing excursions, 31 respondents stated the following reasons: lack of financial resources (34.6%), lack of suitable places for walks/excursions (28.9%) and lack of time (21.2%).

The question *How often do they take an excursion/walk?* was answered by 70 respondents. The answers are presented in Table 1. Most respondents,

47.1%, take an excursion once a quarter. In the "other" category, respondents indicated the option as needed or once a month.

**Table 1 Frequency of use of outings/excursions**

Frequency	Absolute frequency	Relative frequency (%)
once a quarter	33	47,1 %
once a half year	22	31,4 %
once a year	7	10,0 %
other	8	11,5 %
<b>Total</b>	<b>70</b>	<b>100,0 %</b>

Source: own processing

When asked what types of outings/excursions they take, we found that the most frequently used outings/excursions are excursions to local historical monuments (30.5%). Other answers are presented in Table 2. Respondents could choose multiple answers.

**Table 2 Types of walks/excursions**

Types of walks/excursions	Absolute frequency	Relative frequency (%)
local historical monuments (castle, church, square, monuments)	62	30,5 %
Museums and galleries	40	19,7 %
cemeteries, war memorials	26	12,8 %
Exhibitions and cultural events	38	18,7 %
natural sites with historical significance	32	15,8 %
Family houses	3	1,5 %
other	2	1,0 %
<b>Total</b>	<b>203</b>	<b>100,0 %</b>

Source: own processing

Respondents could choose multiple answers to the question *What specific factors negatively influence you when organizing outings/excursions?*, the results are presented in Table 3. The dominant negative factor is lack of financial resources (37.0%), which is the same answer as for respondents not organizing excursions. In the "other" category, 7 respondents (6.3%) mentioned mainly lack of interest on the part of parents.

**Table 3 Negative factors influencing the organization of outings/excursions**

Negative factors	Absolute frequency	Relative frequency (%)
lack of time for preparation	4	3,6 %
lack of funds	41	37,0 %
logistical constraints	21	18,9 %
lack of staff to assist	20	18,0 %
student interest	18	16,2 %
other	7	6,3 %
<b>Total</b>	<b>111</b>	<b>100,0 %</b>

Source: own processing

We asked teachers what resources or support measures they would welcome when organizing field trips/excursions. Here too, they were given the option of multiple answers. The processed results are in Table 4.

**Table 4 Support measures for organizing outings/excursions**

Support measures	Absolute frequency	Relative frequency (%)
more funding	50	41,3 %
better logistical solutions (accessibility of places, transport)	33	27,3 %
more assistants or volunteers	26	21,5 %
training or guides for organizing excursions	10	8,3 %
more support from the school management	2	1,6 %
<b>Total</b>	<b>121</b>	<b>100,0 %</b>

Source: own processing

The question *What recommendations would you suggest for making the use of field trips and excursions more effective in history teaching at special primary schools?* was open and aimed at expressing recommendations from teachers aimed at making the use of field trips and excursions more effective in history lessons at special primary schools. 48 teachers answered the question. The answers are presented in Table 5.

**Table 5 Recommendations from educators for using field trips and excursions in history lessons**

<b>Recommendations</b>	<b>Absolute frequency</b>	<b>Relative frequency (%)</b>
Financial support	17	35,4 %
Methodology and didactics	12	25,0 %
Material and visual resources	7	14,5 %
Organizational and personnel conditions	6	12,5 %
Inter-subject relationships and planning	3	6,3 %
Other and without proposal	3	6,3 %
<b>Total</b>	<b>48</b>	<b>100,0 %</b>

Source: own processing

In the "other" category statements and answers without a specific proposal, three respondents stated satisfaction with the current situation at the school, the impact of the school's location on the accessibility of monuments, or the need to motivate parents to take more interest in their children's educational activities.

The aim of the survey was to analyse the importance of field trips and excursions in history lessons, their benefits for pupils with intellectual disabilities, and to examine the challenges associated with their organisation. The results of our research confirmed that field trips and excursions represent a significant benefit for pupils with intellectual disabilities. The data obtained also indicate the interest of teachers in their regular use in the teaching process. According to teachers, extracurricular forms of teaching provide pupils with direct contact with history through observation and experiential learning, which leads to the development of cognitive skills, emotions and support for socialisation in the classroom. The answers to why some teachers do not use these forms of teaching at all showed that the main obstacles are lack of financial resources, lack of suitable places for implementation and little time for preparation. Among the factors that negatively affect teachers when organizing excursions, most teachers identified a lack of money, logistical constraints, few assistants and low interest from students. The overall

evaluation of the responses shows that in order to make excursions and trips in special primary schools more effective, financial support from the state, simplification of the teaching content and strengthening of the teaching staff are essential. In terms of support measures, teachers would welcome more funding, better transport or accessibility of places. They would also like more assistants, professional manuals and more support from the school management. These findings show that if teachers had better conditions and fewer obstacles, organizing excursions/trips would be easier for them and they would be more interested in them. Research by the author Wythe [19] focused on finding out the opinions of primary school teachers in the United Kingdom on the benefits of school trips for students with SEND – special educational needs. The research findings showed that all teachers interviewed considered school trips/excursions to be beneficial, supporting academic development, motivation, social skills and practical learning in real-life situations. Students with SEND can gain unique experiences through trips that help them develop self-confidence, communication and real-life skills. Despite these benefits, teachers identified several challenges, such as financial constraints, administration associated with risk assessment and insufficient inclusive facilities at trip locations. Challenges also include unadapted environments for children with SEND, as well as the need for greater inclusivity and support from policy and infrastructure. The results of the research by Stajovska and Taneska [16] show that trips and excursions are an effective contribution to the teaching process. Teachers included administration, quality of accommodation and long travel times among the negative barriers.

### **Conclusion**

Based on the comparison of our research with two foreign studies, we can conclude that outings, excursions, trips, i.e. extracurricular organizational forms, play a significant role in the teaching process. The comparison showed that not only in Slovakia, but also in the city of Ohrid and Great Britain, teachers face various obstacles in organizing them. In all three studies, financial problems, logistical limitations and insufficient support from the school and the state were identified. Despite these limitations, all analyzed studies, on the other hand, emphasize the importance of these forms of

teaching, as well as the positive attitudes of teachers towards their implementation and favorable evaluation by students. The research also pointed to the positive contribution of these forms of teaching in the area of consolidating knowledge after their completion, improving relationships in the classroom, developing socialization, communication skills and personal development of students.

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