BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

ORGANIZATION OF STUDENTS' TRAINING WITHIN THE FRAMEWORK OF EXTRACURRICULAR ACTIVITIES AT SCHOOL

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Annotatsion: This article contains theoretical material on the benefits of extracurricular activities that stimulate interest in the subject, foster students' creative abilities, and engage them in active cognitive activity.

Key words: deepen, expand, enhance, contemplate, organize, essence, interest, group, individual, collective

Extracurricular activities deepen and expand students' knowledge gained in class, increasing their interest in the subject. If students aren't actively engaged in cognitive activity, any meaningful material will spark a more contemplative interest in the subject. Having become familiar with a particular concept or phenomenon during a club class, conference, or evening, students will seek to gain a deeper understanding of its essence and seek out additional information.

The following requirements apply to extracurricular work in literature:

Extracurricular activities, while deepening and broadening students' knowledge, should not distract their attention from the core content of the curriculum;

Close connections between educational work in the classroom and extracurricular activities are essential. However, extracurricular activities should not be a simple extension of academic work;

The material offered to students for study should be accessible to them and appropriate to their age and level of development;

The content of extracurricular activities and their organization should always be of interest to students;

There should be a strong connection between individual, group, and collective work;

A combination of voluntary work and mandatory participation is essential.

Extracurricular activities are not tied to a mandatory curriculum; they are organized and implemented based on student needs. When organizing extracurricular activities, it is essential to use both teacher and student time efficiently, so it is crucial to plan all extracurricular activities before the start of the school year. This plan should be tailored to the students' interests and interests and take into account the school's overall annual curriculum.

Extracurricular activities encourage teachers and students to systematically and intensively explore creative ways and means of working together, fostering productive collaboration, mutual trust, and respect. They "open up the school," creating conditions for positive co-creation in the educational process among teachers, students, and their parents.

Students should be instilled with a desire to continuously improve their knowledge, the ability to independently expand it, and apply it in practice. These tasks cannot be fully accomplished in class alone. Many require the use of work forms and methods that go beyond the classroom. However, it would be a mistake to consider the primary goal of extracurricular activities to be the

completion of what was not covered in class. A common distinguishing feature of extracurricular activities should be the students' voluntary choice of activities based on their interests.

There are both similarities and differences between in-class and extracurricular activities. The similarity lies in the fact that both activities address a similar range of general educational, developmental, and developmental issues.

But there are also a number of differences: the topics of extracurricular activities are not prescribed; they are chosen by the teacher or jointly with the students, taking into account their interests and desires and, of course, the resources of the educational institution. Activities are not constrained by strict curriculum regulations or time limits. They are based almost entirely on student initiative, and their formats are highly varied, flexible, and can be quite unusual.

Extracurricular activities offer greater opportunities to address existing gaps between classroom learning and student interests. This is precisely what distinguishes extracurricular activities from mandatory academic activities and determines their appeal to students. Teachers, for their part, see them as another channel for establishing connections with and influencing their students.

Analyzing all of the above, we can formulate a general statement defining what is meant by extracurricular activities. Thus, extracurricular activities are defined as optional, voluntary, specially organized activities outside of class, the purpose of which is to foster the development of students' cognitive interests and creativity, deepen and expand their knowledge, and provide satisfaction and reasonable recreation.

The role of extracurricular activities is as follows:

Increase students' interest in the subject.
Broaden and deepen knowledge.
Develop creative abilities.
Extracurricular activities make lessons more effective for both teachers and students.
Prepare for the workforce.
Assist the school.
Development of skills to apply one’s knowledge in practice.

The idea of comprehensive development of a child's personality is based on the growing activity of the individual. This requires a systematic approach not only to knowledge, but also to the motivational-value, moral-practical, and intellectual-cognitive spheres of the individual, which, when combined, impart a positive, creative, and constructive character. Emotions, relationships, and ideals are no less important than knowledge and skill.

The idea of providing children with maximum freedom to choose the forms and means of self-realization, with creative collaboration between children and adults playing a leading role, and mutual respect for the dignity of both parties. The issue of freedom is, first and foremost, the freedom of personal self-realization in various activities. At the same time, a child's, especially adolescents', attitude toward themselves should be an important focus of pedagogical attention. By respecting a child, we teach them to respect themselves, and then they will respect others.

The idea is to enhance motivation for creativity and learning through a variety of diverse, developmental, and creative activities organized jointly with children. Fostering a positive attitude toward learning, learning, and creativity is the key to a person's continued self-education.

Principles of organizing learning within the framework of extracurricular activities.

The principle of focusing on the needs and interests of students.
The principle of teacher reliance on the personal achievements of students.
The principle of the possibility of self-realization.

The principle of the interconnectedness of class and extracurricular activities.

The principle of equal interaction between the subjects of extracurricular education.

The principle of taking into account the real capabilities of the subjects and the means of extracurricular activities.

When a child is included in additional educational activities organized during extracurricular activities, the following patterns emerge:

1. Personal activity increases.
2. Students develop a creative lifestyle.
3. Students recognize and realize the need for self-education, self-improvement, and self-organization.
4. The process of developing an adequate self-esteem and academic success is more effective.
5. Socialization is more effective.
6. The individual's value orientations are actively developed.

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