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EXTRACURRICULAR WORK AND ITS PLACE IN THE LEARNING PROCESS

Abstract

Extracurricular activities are a pedagogical system that has, on the one hand, integral qualities and laws of functioning, on the other -an integral part of the secondary education system. For these reasons, the problem of interconnectedness of extracurricular activities is a special case of the fundamental pedagogical problem of the integrity of the educational process. Extracurricular activities have a lot in common with lessons and extracurricular activities. This concerns its tasks, content, patterns of functioning, methods of organization, methods, criteria for evaluating results. The most important features of extracurricular activities are that classes are held outside of school hours, in addition to the mandatory program and the schedule, not limited to the strict time limits of the curriculum. These features are typical for additional education.

Key words: Specialized training, differentiation, functional, profile, cooperation, communicative development, elementary literacy.

INTRODUCTION

Extracurricular activities, in turn, has attracted the attention of many educators, methodologists and teachers. In the special literature there are many definitions of extracurricular activities, according to the given definitions, extracurricular work is an integral part of the educational process, which, like the educational process, is carried out voluntarily in addition to the curriculum extracurricularly, taking into account the interests of all participants [1].

The meaning of extracurricular activities is determined by the extracurricular activities of students with the organizing and guiding role of the teacher. Students' creativity and initiative should be in the first place in this organizational activity. According to L.M. Pancheshnikova's research [2], "extracurricular activities on the subject plays a big role for modern school. During the period of restructuring of the socio-economic life of society, the importance of extracurricular activities for the formation of a new face of the person increases significantly. These activities allow to develop the qualities of initiative, activity, creativity, self-development, self-education and self-improvement in the personality".

Extracurricular activities are carried out by students voluntarily in accordance with their interests and preferences under the guidance of the teacher (Table 1).

Table 1: Features of classroom and extracurricular activities

Lesson	Elective	Extracurricular activities
1. According to the study schedule		1. Outside the class schedule
2. On a tight deadline		2. More than 1.5 hours
3. Regular student body		3. changing the composition of the student body
4. As part of the curriculum		4. extracurricular
5. In the core curriculum		5. By additional program according to students' interests and preferences

Extracurricular activities can be divided into two groups. The first group consists of features based on the specifics of extracurricular work, such as forms of organization, and the second group consists of features determined by the specific tasks, such as the training of specialists in the Lyceum.

The first group of features allows the following educational opportunities:

- deepening of program material;
- study of material outside the program; performance of public service;- different forms, methods and means of organization (methodical possibilities of organization);
- organization of students' free time.

The second group of possibilities allows to realize the following educational opportunities:

- differentiation of tasks, methods and content of training in various academic subjects, such as general education, humanities, natural science and technical-technological subjects;
- vocational training.

Thus, extracurricular activities are adapted to the development of students' individuality, independence and inventiveness in work and creativity, unlike lessons and elective courses. Students will get acquainted with many problems of chemical production, will be closely connected with the experience of using theoretical material in production conditions, and will acquire many valuable practical skills and abilities.

In the literature many forms of goals and tasks of extracurricular activities on the subject were proposed by the following teachers-scientists: A. Y. Nikishov [3], A. V. Ussova [4], S. N. Savina [5]. The goal of extracurricular activities on the subject requires tasks number solving (Pic. 1).

However, N. M. Verzilin says that the final goals and objectives of extracurricular activities on the subject can be refined and changed depending on the capabilities and features of the subject under the guidance of the teacher. Various forms of principles of extracurricular activities in a number of school subjects can be found in the methodological literature. When studying these literary sources one can see that there are general principles of extracurricular activities common to all school subjects, and there are principles inherent only in a particular subject.

Analysis of literary sources allowed us to identify the general principles of extracurricular activities common to all school subjects:

- Volunteering (the principle of increasing students' enthusiasm for extracurricular activities);
- consideration of individual characteristics of students (the principle of taking into account the orientation of students' interests and behavioral features).

In extracurricular activities there are principles inherent only in a certain discipline - communicative activity - a principle that motivates and involves students in the use of new, unknown materials. Its cognitive value and involvement in it creates the need for students to communicate and increase their quality level. It contributes to the development of students' communicative competence.

Let's take a closer look at the important principles of extracurricular activities. One of the main tasks of the educational process, including one of the tasks of extracurricular work, is the formation of students' cognitive interest in the subject. If the work is done against the will of the student, under compulsion, this interest does not arise. Therefore, A. V. Ussova believes that the principle of volunteering is one of the most important principles of extracurricular activities. The student must express a sincere desire to participate in extracurricular activities in the subject, without any coercion.

As you can see, students differ from each other in their level of general development, interests, and character. Ignoring these differences makes success in extracurricular activities impossible. According to I. Y. Lanina, it is important to take into account the peculiarities of students' personality when organizing extracurricular activities [6]. This allows taking into account the levels of development of each student and adjusting all kinds of work with each student based on this.

As in the teaching of any school subject, freely chosen content is crucial in extracurricular activities. In extracurricular activities the influence of the teacher's personality, horizons, interest, theoretical knowledge and moral qualities is greater than others. The content of extracurricular activities meets strictly defined requirements [7]:

- scientificity (confirms a certain connection between the content of school subjects and the content of science). This didactic principle is an important condition for the success of extracurricular activities.
- accessibility (the content should be close to the school program, appropriate to the age features of students, encourage them to research activities, to work with additional literature, to search for knowledge);
- relevance and practical relevance (connection to life), activities for important days (e.g., magazines dedicated to the discovery of the periodic law of D. I. Mendeleev, parties; scientific and

practical conferences on environmental issues, etc.), close to school work, related to the agricultural or production site located on the land (e.g., agrochemical club for rural school);

- passion (students should be interested in extracurricular activities). Regardless of the importance of the issues addressed, the extracurricular activities should be interesting for students in grades VII-VIII: contain interesting facts for students, unexpected comparisons. Development of science fiction, creative assignments, discussions and debates, etc. should be widely used.

Numerous opportunities of extracurricular activities in the development, training and education of students can be qualitatively realized only with the systematic organization of these classes. The main components of the system of extracurricular activities allow us to consider separately many forms, classified according to the characteristics of these activities.

This classification allows the teacher to creatively choose the necessary type of extracurricular activities in the subject, taking into account objective conditions and subjective possibilities.

Upbringing and learning - a single pedagogical process that ensures the comprehensive development and formation of the student's personality [8]. As experience shows, pedagogical tasks are successfully solved by combining educational work in the classroom and purposeful impact on the student during extracurricular time, so extracurricular activities are considered an important component of the educational process at school.

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СЫНЫПТАН ТЫС ЖҰМЫСТАР ЖӘНЕ ОНЫҢ ОҚУ ПРОЦЕСІНДЕГІ ОРНЫ

Түйін

Сыныптан тыс жұмыстар - бұл бір жағынан ажырамас қасиеттері мен жұмыс істеу заңдылықтары бар, екінші жағынан орта білім беру жүйесінің ажырамас бөлігі болып табылатын педагогикалық жүйе. Осы себептерге байланысты сабақтан тыс жұмыстардың өзара байланысы мәселесі білім беру процесінің тұтастығының негізгі педагогикалық проблемасының ерекше жағдайы болып табылады.

Сыныптан тыс жұмыстардың сабақтар мен сыныптан тыс жұмыстармен көптеген ұқсастықтары бар. Бұл оның міндеттеріне, мазмұнына, жұмыс істеу схемаларына, ұйымдастыру

әдістеріне, әдістемелеріне, нәтижелерді бағалау критерийлеріне қатысты. Сыныптан тыс іс-шаралардың ең маңызды ерекшеліктері-сабақтар міндетті бағдарлама мен кестеге қосымша сабақтан тыс уақытта, оқу жоспарының қатаң уақыт шеңберімен шектелмей өткізіледі. Бұл ерекшеліктер қосымша білімге тән.

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ВНЕКЛАССНАЯ РАБОТА И ЕЕ МЕСТО В УЧЕБНОМ ПРОЦЕССЕ

Аннотация

Внеклассная деятельность - это педагогическая система, обладающая, с одной стороны, неотъемлемыми качествами и законами функционирования, с другой - неотъемлемая часть системы среднего образования. По этим причинам проблема взаимосвязанности внеурочной деятельности является частным случаем фундаментальной педагогической проблемы целостности образовательного процесса.

Внеклассные занятия имеют много общего с уроками и внеклассными мероприятиями. Это касается его задач, содержания, схем функционирования, методов организации, методик, критериев оценки результатов. Наиболее важными особенностями внеклассных мероприятий являются то, что занятия проводятся во внеурочное время, в дополнение к обязательной программе и расписанию, не ограничиваясь строгими временными рамками учебного плана. Эти особенности характерны для дополнительного образования.

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