

Characteristics of the organization of extracurricular activities

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The development of students' scientific and artistic thinking is a difficult and long process, so it should not be limited to lessons. Experience shows that extracurricular activities not only increase students' interest in learning, but also have a strong impact on their speech culture. It is true that extracurricular and out-of-class activities are not included in the school curriculum, but are based on the principle of voluntariness and are a kind of continuation of the work carried out in the classroom. This means that extracurricular and out-of-class activities differ from the teaching process only in their form and in their content. Therefore, teachers should pay serious attention to this issue.

A well-thought-out education policy is very important in determining the future development of each country and strengthening it as an independent state. Education means the upbringing of our young generation in the national-spiritual spirit, the value of the nation, the development of the country. In this regard, the upbringing of adolescents and young people with intellectual potential is of great importance. Important and urgent tasks such as upbringing of teenagers and young people in a physically healthy, morally pure, spiritually rich national-spiritual spirit, their close association around the ideology of statehood are the priority policy and the main direction of our state today.

The organization and conduct of extracurricular activities refer to important pedagogical principles. General and specific features should be kept in mind when organizing extracurricular activities. Taking into account these characteristics, a competent teacher achieves important results in the formation of student personality by ensuring the integration of lessons and extracurricular processes. The article analyzes the characteristics of extracurricular activities and comments on the problem in terms of students' moral education.

Keywords: *extracurricular activities, pedagogical principles, out-of-class activities, moral education, education.*

Introduction. Today, in our globalized world, the education of schoolchildren in the spiritual and moral spirit is of greater importance and special relevance. Spiritual feelings are the most obvious personal qualities that reflect a person's inner world, character, attitude to people, the world around him/her, to events. Human's spirituality is a mirror of his/her inner world and characterizes and expresses his/her intellectual and natural nature, spiritual upbringing, inner world. This includes, first of all, human honor, dignity, conscience, national consciousness, civic zeal, patriotism, self-sacrifice, respect for national customs and traditions, religion, deep study of our past, history, language, culture, as well as kindness, compassion and care, sensitivity and humanism, tolerance, modernity, respect and love for people, loyalty and other such spiritual qualities.

Formulation of the problem. Extracurricular and out-of-class activities have a positive effect on the teacher, giving him / her the freedom to read additional literature of interest to students, to advise them to look at the theater, movies, historical monuments, museums, strictly following the program. At the same time, if the class works with one class, then the work is done with one or several classes, and even with the whole school. Within the extracurricular activity, it is possible to give more space to the activity, independence and creativity of students. Extracurricular activities can not only cover all students, but also deal with the mentally challenged individually.

Research objectives: The purpose of researching the topic of extracurricular activities is to create opportunities for the formation of students' management skills, the expansion of their scientific outlook, the formation of high moral and ethical qualities.

- In addition to ensuring the effective organization of the student's leisure time, it is to deepen the knowledge of certain subjects in the classroom, to identify and reveal the tendencies and students' abilities.

- It is to specify the organization of extracurricular activities and involvement of more students in it and to improve of the quality of these works.

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Main part. "National and moral values are an important condition for the survival, development and progress of the nation. Without mastering these values, without mastering these qualities, it is impossible to cultivate a perfect person, a well-developed personality. This process of education should be carried out consistently from the earliest age, especially at the primary school level, and should be carried out both in the learning process and especially in the process of extracurricular and out of class activities " (Həsənov, 1987, p. 125).

As mentioned, extracurricular activities have great potential and ways to cultivate moral qualities. All subjects taught in secondary schools, extracurricular activities should be aimed primarily at the formation of students' moral education. Because without the spiritual culture, neither the knowledge gained nor the work done will be important.

Extracurricular activities can be called a logical continuation of the lessons and activities organized in various forms in a more interesting, attractive, free and voluntary environment of the classroom. Extracurricular activities are important in improving the quality of teaching, increasing students' knowledge, broadening their horizons, shaping them spiritually and morally, and developing them as individuals.

Extracurricular activities are considered to be the most convenient and effective way to effectively organize students' leisure time. Clubs, museums, various quizzes, nights, meetings, conversations, collective performances, walks, environmental events, sports and health activities, aesthetic and artistic events organized here play an important role in the development of students' worldview, spiritual and moral education. Modern education sees the preparation of students for future life in their individual talents and abilities and needs of each person. There is no doubt that not all students who are obtaining general education are at the same level in terms of educational skills. Therefore, at the last level of general education, talented students who have successfully completed general secondary education, demonstrated special abilities and are able to continue their education in higher education in the future should be educated. In this regard, the talents and abilities of students from the general school age to the age of interest and inclination should be studied, and their creative potential should be revealed.

In the pedagogical literature, especially in our recent pedagogical textbooks (Paşayev, 2010; Abbasov, Əlizadə, 2000; İbrahimov, 2013), the terms "extracurricular activities" and "out of class activities" are often used. Sometimes it is difficult to distinguish these expressions, and sometimes there are those who use them as synonyms. However, although there are some similarities between these concepts, they have different meanings and essences. The similarity is that both of them carry out educational work, both are held after school, the activities are carried out either before or after school. We can say that both are an integral part or a continuation of the general educational work carried out with schoolchildren. Both are aimed at improving the quality of education, raising the level of education, expanding the knowledge and outlook of students, the formation of their moral and ethical qualities.

The differences are as follows:

"Extracurricular activities are a necessary part of the school's educational process. This can be done before the lesson (if the lessons are held in the second place) or after the lesson (if the lessons are held in the first place) or by the members of the pedagogical staff (school administrators, subject teachers, class teachers, etc.) or organized and implemented by different types of student self-government organizations, heads of children's and youth organizations " (İbrahimov, 2013).

The process of extracurricular activities plays an important role in strengthening the knowledge, skills and habits of students on the teaching materials and on the acquisition of certain facts and events. Thus, the application of certain characteristic work methods organized at school, advanced methods and styles that serve the independent organization of educational activities, find more opportunities in the process of extracurricular activities.

The approach to extracurricular activities in this direction must meet the following pedagogical requirements:

1. The participation of the class teacher in this process should be ensured directly when working on extracurricular educational activities;

2. The course of extracurricular activities, as a rule, should be based on the fact that students independently filter the facts and events, analyze the known and unknown, summarize the results themselves, work independently and individually on the sources of education;

3. The selection of extracurricular activities should be voluntary and the work in this direction should be determined by the children themselves with the help of class teachers. In this case, the logical sequence and systematization of their judgments and generalizations must be analyzed.

In all these processes, the student must master the skills of internal feedback, mobilize himself/herself to build a methodology of using different elements of mass cultural activities on the basis of scientific-cognitive, intellectual-spiritual criteria, follow the methodological and theoretical instructions on the application of work on educational activities under modern conditions, must perform the teacher's tasks.

The involvement of schoolchildren in extracurricular activities mainly covers the following areas:

1. The involvement of students in extracurricular activities of a training nature.
2. The involvement of schoolchildren in the work on cultivating interest and love for knowledge.
3. The work carried out to develop the scientific outlook and cultural levels of schoolchildren.
4. The involvement of schoolchildren in the work on moral and ethical education.
5. The involvement of schoolchildren in aesthetic activities.
6. The involvement of schoolchildren in sports and health-oriented extracurricular activities.
7. The involvement of schoolchildren in labor and environmental activities.
8. The involvement of students in extracurricular activities on reading culture, the use of books and libraries.
9. The involvement of schoolchildren in the work on the scientific organization of mental labor.
10. The involvement of schoolchildren in extracurricular activities of a general educational and developmental nature.

In order to determine the content of the directions of improving extracurricular activities under modern conditions in new forms and methods, in particular, in the field of patriotism, readiness for work, mental, moral, physical, aesthetic, economic and environmental education, as well as respect for human rights, it is necessary to work with each student in several directions, not in one direction, but in a complex case. Then the efficiency and quality of the work done is obtained. The most realistic options for the interaction of different directions of extracurricular activities in the organization of students' educational work should be selected, adapted to local conditions and the age, interests and individual characteristics of children. In order to implement the training, education and development of schoolchildren in a single process, the requirement of organic coordination and complementarity of lessons, educational work and extracurricular activities must be strictly observed.

In addition to the general principles of education, the specific pedagogical principles of the organization of these activities must be followed in order to organize extracurricular educational work and give successful results.

The principles of extracurricular educational work are the leading idea arising from the relevant laws of education, which have a strong impact on the formation of national and universal values in behavior. One of its main characteristics is that the principles of extracurricular activities have a strong influence. In principle, an idea guided before doing any work is understood as a requirement to be considered, which are as follows:

1. The principle of taking into account the students' interests and needs in extracurricular activities. This principle requires that extracurricular and out of class educational activities should be organized in accordance with the interests and inclinations of students. Teachers should study the interests and hobbies of children and, accordingly, involve them in extracurricular activities, extracurricular clubs and clubs, departments, optional classes, etc. The selection must be voluntary. In this case, the teacher, the educator, the class teacher should give the student useful advice and directions, not force them to act.
2. Extracurricular activities should be appropriate to children's age and individual qualities. Of course, the activities should be appropriate to students' age and level of understanding. Otherwise, the measure will be unrealistic and unsuccessful.
3. The principle of linking individual, group and collective work in extracurricular activities requires that not only the same forms of work should be used, but the use of different forms of work will be of interest to work.
4. The principle of referring to students' personal achievements in the organization of extracurricular educational activities.
5. The principle of humanism and democracy in the organization of extracurricular activities. Extracurricular activities should be humane and democratic. Children should be treated with great respect and care in the organization of these events. The humanistic nature of the events, the humane qualities should be explained to students. The principle of democracy requires that the children's rights should be ensured, that their wishes and demands should be respected, and that they should be given the right to choose extracurricular and out-of-class education. All students should have equal rights in extracurricular activities.
6. The principle of linking extracurricular educational work with classroom, school training, teaching and general educational work. This principle requires that extracurricular educational work should be coordinated

with the general educational work of the class and the school, and their work should be aimed at improving the quality of school and classroom education without duplication. Extracurricular activities should not interfere with students' core learning activities, but rather help them complete them and improve their quality. Extracurricular activities should not be a continuation or repetition of the learning process. It should be aimed at improving the quality of the teaching process, developing students' scientific outlook.

7. The principle of applying the knowledge gained in the classroom in extracurricular and out-of-class activities. This principle requires that the knowledge gained in the learning process should be applied in extracurricular activities. In this case, the acquired knowledge is further strengthened and will be remembered for a long time.

8. The principle of linking extracurricular and out-of-class activities with the modern times, practical work. Extracurricular activities should be practical. Here, young students should be able to engage in practical work and improve their practical skills.

There are a number of pedagogical requirements for the organization of extracurricular activities that must be met:

1. The real situation, local conditions, practical situation must be taken into account in the organization of extracurricular activities. This means that the reality of the events must be ensured, local conditions and the practical situation must be taken into account.

2. Extracurricular activities should focus on time allocation and timing, and the event should be carefully planned in advance and they should not be tiring.

3. Extracurricular activities should be socially and ideologically oriented.

4. Events in ceremonial meetings and gatherings, clubs, school museums, clubs, associations, competitions, contests should be held in such a way that they should help students to be socially active, ideologically and spiritually healthy.

5. Extracurricular activities should be planned in a timely and intelligent manner, and students' initiative and their activities should be given ample space during the implementation of these activities. Experience and observations show that in the course of this or that event, when conditions are created for children's initiative and activity, these qualities develop rapidly in them, and the students become more active.

6. Extracurricular activities should make an extensive use of romance, the creation of entertaining situations, organizational and business game elements. In this case, the event attracts more students and gives effective results.

7. Classes and activities that expand students' horizons, enrich their knowledge, increase their interest, ensure their health and improve their physical qualities should be used as often as possible. In this case, the requirement of a complex approach to educational work can be met.

8. Extracurricular activities should be closely linked to students' learning.

Approbation of research results. The main provisions of the article are reflected in the author's theses submitted to scientific conferences in Azerbaijan and abroad, as well as in scientific articles published in various journals in Azerbaijan and abroad.

Conclusion. In conclusion, extracurricular activities should always help to improve the quality of education and expand students' knowledge and outlook.

Exploring extracurricular activities and identifying students' interests are only the initial stage. The main issue is to organize extracurricular activities and involve more students in it and improve the quality of these activities. Thus, evenings on various subjects held in schools, discussions, meetings with prominent personalities, excursions to various sights of our republic have become a tradition. However, this tradition sometimes leads to meaningless and memorable events, and those who watch them waste their time and are tired. These activities should be entrusted either to methodological associations as a whole, or to various clubs and interest classes operating at school. That is, the activities organized by each department, association and interest classes during the academic year should be of a reporting nature. It seems to me that such events will be of better quality and will not be forgotten for a long time.

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Характеристика організації позакласної діяльності

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Розвиток наукового та художнього мислення учнів є складним і тривалим процесом, тому не варто обмежуватися лише уроками. Як показує досвід, позакласна робота не лише підвищує інтерес учнів до навчання, а й сильно впливає на їх мовленнєву культуру. Правда, позакласна та позакласна робота не входить до шкільної програми, а ґрунтується на принципі добровільності і є своєрідним продовженням роботи, що проводиться на уроці. Це означає, що позакласна діяльність відрізняється від освітнього процесу лише формою та змістом.

Продумана освітня політика дуже важлива для визначення майбутнього розвитку кожної країни та зміцнення її як незалежної держави. Освіта – це виховання нашого молодого покоління в національно-духовному дусі, цінності нації, розвиток країни. Через це велике значення має виховання підлітків та молоді з інтелектуальним потенціалом. Важливі й невідкладні завдання, такі як виховання підлітків та молоді у фізично здоровому, морально чистому, духовно багатому національно-духовному дусі, їх тісне об'єднання навколо ідеології державності є пріоритетною політикою та основним напрямком нашої держави сьогодні.

Організація та проведення позакласної роботи відноситься до важливих педагогічних принципів. При організації позакласної роботи слід пам'ятати загальні та специфічні особливості. Враховуючи ці особливості, грамотний учитель досягає важливих результатів у формуванні особистості учня, забезпечуючи інтегрованість уроків і позакласних процесів. У статті проаналізовано характеристику позакласної роботи та прокоментовано проблему з погляду морального виховання учнів.

Ключові слова: позакласна робота, педагогічні принципи, позакласна діяльність, моральне виховання, виховання.

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