

PERCULARITIES OF ORGANIZING EXTRACURRICULAR ACTIVITIES IN SECONDARY SCHOOLS

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ABSTRACT

In this work we discuss the extracurricular activities on physics education. Purpose of extracurricular activities is to help ensure that students achieve the planned results of mastering the main educational program (personal, meta-subject, subject) of primary general education. The organization of extracurricular activities within the social direction can be based on socially useful activities.

Keywords: educational program of primary general education, extracurricular activities.

As we know that the extracurricular activities of schoolchildren are a collection of all types of schoolchildren's activities in accordance with the main program of the educational institution, in which the tasks of developing and socializing interests in education, forming universal educational activities are solved. Extracurricular activities are an integral part of the educational process at school and allow full implementation of the requirements of the state educational standard of primary general education.

The first model characterized by a set of random circles, sections, circles, their work is not always combined with each other. All curricular and extracurricular activities of the school are fully dependent on available human and material resources; the strategic line for the development of the organization of children's activities in the afternoon has not been fixed. Unfortunately, this is by far the most common model. But this option of organizing extracurricular activities at school also has a certain meaning, because it helps children to get a job and to determine the spectrum of their extracurricular interests.

The second model it is characterized by the internal organization of each structure of the educational system existing in the school, although the unified system is not yet fully operational. Nevertheless, such models have specific forms of work that unite both children and adults (associations, creative laboratories, "expeditions", hobby centers, etc.). Clubs, circles, studios with a similar profile can be combined into club centers operating under a single program. However, these centers exist individually

within the school; relations with general school work are also special. Often, in such schools, the field of additional education becomes an open research area, a kind of reserve and experimental laboratory in the process of updating the basic educational content.

The fourth model includes deep integration of basic and additional education of children. Determining the content of their activity and the methods of its organization is based on general conceptual ideas that ensure the development of a holistic institution. This is an educational complex, school- club, communal school, etc. The number of hours allocated for extracurricular activities is determined by the educational institution independently based on the need to ensure the achievement of the planned results of the implementation of the main curriculum of primary general education and based on the (legal) requirements of students and parents.

The problem of using the free time of the young generation for the purpose of comprehensive education and development has always been relevant for the society. Raising children happens at any time of their career. However, it is most effective to carry out this education during free time from training. Thus, extracurricular activities of young students should be focused on their cultural-creative activity and spiritual-moral potential, self-awareness, discipline, ability to make the right moral choice.

Their personal resources (teachers, additional education teachers, physical education teacher, librarian, counselor) are used to organize extracurricular activities of students. The "Extracurricular activities" section of the variable part of the school curriculum fully meets the requirements of the federal state educational standards of general education. For extracurricular hours, the school implements additional education programs, student socialization programs, and educational programs. The school has formed such an infrastructure for the useful occupation of students in the afternoon, which helps to meet the needs of the participants of the educational process, including the personal needs of students. Depending on their interests and needs, each student forms his own vector of extracurricular education. A special educational space has been created for the child, which allows him to develop his interests, successfully socialize at a new stage of life, and learn cultural norms and values. The organization of classes in the directions of the "extracurricular activities" department is an integral part of the educational process in our educational institution, which gives students the opportunity to choose a wide range of activities aimed at their development.

In the present work we discuss the extracurricular activities on physics education. As we know that, the extracurricular activities can be organized regionally both in the general educational institution and outside it. It is appropriate to use the resources and experience of organizing the educational process formed in the additional education

system in the organization of extracurricular activities, to develop personal motivation for the knowledge and creativity of young students.

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