

MODEL OF ORGANIZING OUT-OF- SCHOOL EDUCATION IN IMPLEMENTATION OF STATE EDUCATION STANDARDS

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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.

Key words: educational program of primary general education, extracurricular activities, Sports and recreation, Spiritual and moral direction, General intellectual orientation

Strengthening the educational potential of the school, individual to each student providing psychological and pedagogical support is an important task...

Our New School is a national education initiative

Introduction

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 specific features of this component of the educational process give students the opportunity to carry out a wide range of activities aimed at their development; it also represents the independence of the educational institution in the process of supplementing extracurricular activities with specific content.

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. It is to activate the social and intellectual interests of students in their free time, to create an educational environment that ensures the development of a healthy, creatively growing, civic responsibility and legal self-awareness, ready for life in new conditions, capable person.

At the current stage of the development of our society, the main tasks of education are as follows : to involve students in multifaceted activities; creating conditions for the realization of the main educational goals; Optimizing the learning load of students; It consists of forming the skills of successful socialization in society, education of hard work, ability to overcome difficulties, purposefulness and perseverance in achieving results.

In accordance with the requirements of the state educational standard of primary general education, extracurricular activities are in the following areas of personal development (sports and recreation, spiritual and moral, social, general intellectual, general cultural) is organized.

It can be organized according to the following types of activities: game, cognitive, leisure and entertainment activities (leisure time communication), problem-value communication; artistic creativity, social creativity; technical creativity, labor (production) activities, sports and wellness activities; tourism and local history activities.

The hours allocated for extracurricular activities are used according to the wishes of students and its organization is aimed at implementing different forms of education different from the classroom system. Activities are held in the form of excursions, clubs, sections, roundtable discussions, conferences, debates, KVN, quizzes, holiday events, class hours, school scientific societies, examinations, research and scientific research, etc. By visiting circles and departments, students adapt perfectly to their peers, the material is studied more deeply thanks to the



individual work of the leader. In the lesson, the leaders try to bring out organizational, creative, musical abilities in students, which play an important role in the spiritual development of teenagers. Extracurricular activities should focus their activities on each student so that he can feel his uniqueness and relevance.

Use extracurricular activities to organize extracurricular activities, including individual lessons for teachers with children who need psychological, pedagogical and correctional support (including individual lessons in oral speech, handwriting and handwriting) possible Within the framework of the implementation of the main educational program of primary general education, the forms of organization of the educational process, the replacement of educational and extracurricular activities are determined by the educational institution.

extracurricular activities, also, students' activity within the lesson is aimed at achieving the results of mastering the main educational program. This determines the characteristics of extracurricular activities, in which the student must learn not only how to act, but also how to feel, make decisions, etc. Psychophysiological characteristics of a child in the adolescent years of life (complexity of voluntary regulation of activity, rapid fatigue, etc.) lead to static loads, limitations in motor mode, rapid transition from one type of activity to another. In addition, for middle school students, the types of activities that were engaged in preschool childhood, primarily play activities, are still very relevant. Therefore, the use of such forms of organization of the educational process as targeted walks, excursions, educational games, etc. is of particular importance in the formation of learning ability, relying on visual-effective and visual-figurative thinking helps to form logical thinking in the early stages of school education.

The educational institution independently chooses the directions of extracurricular activities, determines the time frame (number of hours for a certain type of activity). The content of extracurricular activities is formed taking into account the wishes of students and their parents (legal representatives). The main advantage of extracurricular activities is to provide opportunities for a wide range of activities aimed at the development of students. It is more effective to organize extracurricular activities in the mode of extended day group activities, where excursions, lunch, and then extracurricular activities are provided. Before self-training, for students attending extended day groups, walks, outdoor and sports



games, organization of socially useful work, and after self-training in emotional activities (extracurricular activities, games, participation in entertainment events, concerts) on the territory of the general educational institution. preparing and conducting amateur performances, quizzes and other events).

Direction of sports and wellness sports holidays and competitions, contests, clubs (movement, folk, entertainment games), children's sports sections, various sports and recreational activities.

Spiritual and moral direction, general cultural direction is carried out through artistic creativity, applied art circles: sewing and embroidery; plastic, soft toy; planar and three-dimensional floristry, collage; painting on stones, wood; paper plastic; cold batik; stained glass windows; working with leather straws, etc.; technical creative circles (lego - design), home crafts; going to art exhibitions, museums, cinema, art festivals, classroom, school, theater performances; artistic activities of schoolchildren in the community around the school. Games - miniatures, dramatization of plots from history, dialogues on topics, reading and watching colorful educational programs, computer games (specially selected by the specialist), playing an instrument, listening to music, etc.

General intellectual orientation cognitive conversations, "Informatics: logic and algorithms", "Information technologies", etc., "Children's rhetoric", etc., "Journey to the past", "Entertainment toponymy" circles and others, Olympiads, didactic theater, public control of knowledge, "What? Where? When?", etc., children's scientific projects, extracurricular activities of cognitive orientation (Student conferences, intellectual marathons, etc.), school museum-club, etc.

Any attempts to thematically limit students' project activity within the framework of the educational subject or organizational - within the lesson (Students' mini-projects as a form of independent work) replace the ideas of using the project method. Class time can be used to organize work on determining the thematic area, problem and purpose of the students' project (projects), as well as to present the results of the project (projects). At least once a year, each Student implements their project experience by implementing or participating in group projects . Therefore, students of different age groups should be offered several options for organizing work on the project, for example:



- ❖ As part of a special training module;
- ❖ In the framework of imitation of students' project activities (for example, outside the classroom);
- ❖ While the kids are working on the actual project.

Models of organization of extracurricular activities

The organization of extracurricular activities within the social direction can be based on socially useful activities. Forms of organization of social direction: works within the project "Improvement of the school territory"; classroom, school improvement works; organization of duty in the class; career guidance interviews, meetings with representatives of various professions; exhibitions of crafts and children's art; labor landings, subbotniks; social tests (initiated participation of the child in social events organized by adults); collective creative work; social and educational projects; effective role-playing games ("Post Office", "City of Masters", "Factory") and others.

Social direction can also be aimed at educating students in the spirit of patriotism and can be carried out through forms: search and research work in archives (family, school) and museum funds, etc., meetings with veterans, lessons of courage, watching patriotic films, thematic meetings, creative competitions (songs, pictures, photos, etc.), military and sports holidays ("Zarnitsa", "Young Rescuer", etc.), etc.

In the organization of extracurricular activities of students, the educational institution uses the possibilities of additional educational institutions for children, cultural and sports organizations. Currently, there are four main models of organizing extracurricular activities in a general education school.

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 third model can be built on the basis of close cooperation between a general education school and one or more additional educational institutions or cultural institutions for children - a children's art center, a club at the place of residence, a sports or music school, a library, a theater, a museum, etc. Such cooperation should be carried out on a regular basis. A school and a specialized institution, as a rule, develop a program of joint activities that largely determines the content of extracurricular activities in this school.

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. The school should create conditions for students to



organize extracurricular activities and additional education. The entire system of school work in this area is designed to allow:

- ✚ children's free choice of programs and associations that are close to them by nature and satisfy their internal needs;
- ✚ to meet the need for education, to help achieve success, to realize and develop one's talents and abilities.
- ✚ to be active in solving life and social problems, to be able to take responsibility for one's choice;
- ✚ to be an active citizen of one's country, to love and protect nature, to take an active life position in the struggle for peace on earth, to understand and accept ecological culture.

The educational result of extracurricular activities is the direct spiritual and moral acquisition of the child due to participation in one or another form of extracurricular activities.

Recognizing socialization as one of the tasks of education, it is important to orient the child in the modern socio-cultural environment, spiritual and cultural heritage. Solving the problems of education and socialization of schoolchildren, the ideal of national education, their comprehensive development, organization of extracurricular activities, especially in the conditions of the basic general education system, is the most effective. According to the State Educational Standard of the new generation, the organization of extracurricular activities for children is an integral part of the educational process at school, and education is considered as a mission of education, a value-oriented process.

1. Optimization model

School all internal resources to optimization based on from class except affairs model him done in raising of the school pedagogical team (teachers , teacher - organizer , social pedagogue , teacher - psychologist , librarian) participation that it will mean holds _ The coordinating role at the class level is played by the class teacher, who, according to his functions and duties:

- the pedagogical team also cooperates with the pedagogical and auxiliary staff of the school;



- within the framework of the activities of the general school team, organizes an educational process in the classroom that is optimal for the development of the positive potential of the students' personality;
- organizes a system of relations through various forms of educational activities of the class team, including self-management bodies;
- organizes socially important, creative activities of students.

Optimization of the model advantages from school except training for financial expenses minimization , education in the institution the only one educational - methodical space create , his all structural of divisions content and organizational is unity . At school from class except of work model person development (sport and rest receiving , spiritual - moral , citizenship - patriotism , culture and education) directions done to be increased from class except training organize reach through of students individual features and needs account to receive provides that _ including excursions , clubs , sections , circle conversations , conferences , debates , school _ _ scientific society , olympiads , contests , search and scientific research , social useful practices like forms through , optional respectively education of the process participants . The model of extracurricular activities of the school, taking into account the interests of students and the possibilities of the school, determines the composition and structure of the directions of extracurricular activities for students at the basic general education level, the forms of organization, and the size. The school independently develops and approves the plan of extracurricular activities. In addition to the extracurricular work plan, the model of extracurricular activities includes the use of the following documents:

- ❖ - personal card on the student's work in extracurricular activities;
- ❖ - general map of students' employment in extracurricular activities;
- ❖ - journal of students' achievements in extracurricular activities

These tools ensure the implementation of the school's model of extracurricular activities, as well as create the necessary conditions for designing individual educational paths for students, including their extracurricular activities.

The main factors determining the model of extracurricular activities are:

- ❖ territorial location of the school;
- ❖ level of development of additional education at school;



❖ methodological, software for the educational activities of teachers and class leaders;

❖ provision of personnel for the educational process of extracurricular activities (a psychologist, social pedagogue, teacher-organizer, teachers conducting extracurricular activities);

❖ material and technical provision of extracurricular activities.

Type of organizational model of extracurricular activities:

The main idea of the program is to create pedagogical conditions for a developing environment for teaching and socializing schoolchildren in extracurricular activities.

The purpose of extracurricular activities is to create conditions for the child to express his interests and develop based on free choice, understanding of spiritual and moral values and cultural traditions .

Main objectives:

✚ to determine the interests, inclinations, abilities, and opportunities of students in various types of activities;

✚ creating conditions for the individual development of the child in the field of selected extracurricular activities;

✚ formation of a system of knowledge and skills in the chosen field of activity;

✚ development of experience of creative activity, creative abilities;

✚ creating conditions for the realization of acquired knowledge, skills and qualifications;

✚ development of informal communication, mutual cooperation, cooperation experience;

✚ expanding the scope of communication with society.

Principles of organizing extracurricular activities:

❖ compliance with the age characteristics of students, continuity of educational activities with technologies;

❖ relying on traditions and positive experience in organizing extracurricular activities of the school;

❖ relying on the values of the school education system;

❖ free choice based on the child's personal interests and inclinations.



Extracurricular activities conducted as part of the functional duties of class leaders, teachers of extended day groups, additional education teachers and other pedagogical staff whose activities are not regulated by the educational plan of the educational institution are optional for attendance.

2. Description of the model

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.

The content of the lessons provided as part of extracurricular activities is aimed at the implementation of the educational program of the school. The complex of extracurricular modules is formed taking into account the wishes of students and their parents (legal representatives) and is implemented through various forms of organization; excursions, clubs, sections, olympiads, competitions, competitions, quizzes, educational games, exploratory studies, etc. In order to carry out extracurricular activities, work programs for extracurricular courses are drawn up in accordance with the goals and tasks set in the educational program of the school.

3. Logistics

The school has the necessary conditions provided by the State Educational Standard for the implementation of the model of extracurricular activities. In order to organize extracurricular activities, the school has an equipped gymnasium, a meeting hall, a



library with a place for students to access the Internet, a sports field, and classrooms for subjects. The school has two classrooms equipped with computers, and most of the classrooms are connected to the local Internet network and equipped with interactive equipment.

4. Organization of extracurricular activities

The form of the event is a group.

Extracurricular activities are represented by the following areas of work :

- ❖ spiritual and moral;
- ❖ general intellectual
- ❖ social
- ❖ sports and recreation
- ❖ general cultural

Forms of extracurricular activities in the following areas:

1. General:

- Competitions, excursions, Olympiads, conferences, business and role-playing games, etc.
- Participation in scientific conferences at the school, city, regional level.
- Participation in the Olympics
- Development of projects for lessons.

2. Sports and recreation:

1. Organizing trips, excursions, "Health Days", outdoor games, "Happy Starts", intramural sports competitions.
2. Have health conversations.
3. Use of game moments, physical education moments in classes.
4. Participation in regional and national sports competitions.

3. Social:

1. Interviews, excursions, targeted walks, role-playing games, observations, experiments.
2. Workshops, contests, role play, travel game.
3. Participation in creative contests, promotions.
4. Spiritual and moral:
5. Interviews, excursions.
6. Participation in events and preparation.



7. Project development.

8. Role playing games.

4.. General cultural:

1. Interviews, excursions.

2. Preparation and participation in competitions.

3. Role-playing games, travel games

5. Spiritual and moral:

1. Organization of excursions, theater and museum days, exhibitions of paintings, handicrafts and creative works of students;

2. Holding thematic class hours, meetings, conversations;

3. Participation in children's creative contests and exhibitions of the humanitarian cycle at the school, city, and regional levels.

Conclusion

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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