

METHOD OF ACTIVATING STUDENTS' OUTSIDE-CURRICULAR LEARNING ACTIVITIES IN BIOLOGY USING DIGITAL TECHNOLOGIES

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***Abstract.** This article presents the problems of organizing students' extracurricular activities. Recommendations were also made on the structure and use of digital technologies for organizing students' extracurricular activities in biology.*

***Keywords:** digital technology, Google Classroom, logical thinking, extracurricular activities, online club.*

In order to increase the effectiveness of biology teaching in secondary schools, it is important to use modern educational technologies in lessons, as well as to impart biological knowledge in students' extracurricular activities.

Because in today's digital era, the role and importance of engaging students in extracurricular activities is becoming increasingly relevant [1]. Therefore, it is necessary to improve the system for organizing students' extracurricular activities in subjects, including biology.

According to the results of our research, there is not enough scientific research devoted to the study of extracurricular activities in general secondary schools. The studies conducted in this regard are works that consider the factors that develop this or that quality of the personality of schoolchildren and the way they organize the educational process. In this case, the consideration of extracurricular activities is often considered a secondary task [1, 2].

It should be emphasized that extracurricular activities at school are not effectively organized for a number of reasons. In this regard, according to H.R. Shodiyev [2], D.V. Shuvalov [3], there are some problems in the organization of extracurricular activities. First, teachers are so busy preparing for lessons that they don't have enough time to organize activities outside of the classroom. Secondly, insufficient attention has been paid to additional education outside of school when organizing teenagers' free time. Thirdly, there are no single and generally accepted rules for organizing extracurricular activities in a modern school. According to D.V. Shuva, the organization of extracurricular educational activities, their content, and their novelty and attractiveness are insufficient, and the teaching methods and technologies used are morally outdated and hinder the development of the educational process. To eliminate the identified problems in organizing students' extracurricular activities, it is necessary to refer to materials describing the state of extracurricular activities in a modern school [3]. According to A.V. Yenin, he is one of the first to study the positive impact of extracurricular activities on the development of student activity [4]. He gives the following definition: "Extracurricular work is the purposefully organized activity of students and educators outside the educational process." As A.V. Yenin emphasizes, the main conditions for organizing extracurricular activities are the following:

- students' voluntary participation in extracurricular activities;
- freedom to choose the instructions and the methods of their implementation;
- mediation in the pedagogical management of students' activities;
- the opportunity for every student to participate in it.

According to T.N. Kalechits, the tasks of extracurricular work with students include the following [5]:

1. Ensuring greater flexibility and mobility of the entire educational system;
2. Organizing students' free time. First, putting an end to the neglect of parents due to their increasing workload at work;
3. To shape and satisfy the diverse interests of students;
4. Assisting in choosing a profession, preparing the younger generation for work;
5. Gaining experience in community life: demonstrating independence, developing political and social activity.

According to H. Shodiyev, the organizational tasks of extracurricular activities are as follows [2]:

1. Control over the use of information and communication technologies in the planning and implementation of extracurricular educational activities;
2. To facilitate the online implementation of students' multifaceted work outside the classroom and school;
3. Provide methodological assistance to teachers, class leaders, parents, and class activists while directly supervising extracurricular activities;
4. Organizing online forums;
5. Extensive use of information and educational environments, educational portals, and educational websites in organizing students' free time.

Such organized extracurricular activities include a variety of student activities - work, play, and educational elements. This

relationship determines the directions, forms, and methods of extracurricular activities. A.V. Yenin, analyzing various types of extracurricular activities on this issue, identifies several main directions: "I am a person", "I and nature", "I and the Motherland", "I and knowledge". Each direction ensures the education and development of certain areas of the student. Thus, based on the generalization of the above ideas, it can be said that improving the system of organizing students' extracurricular activities in general secondary schools is considered appropriate, and as part of the research, a structure for organizing students' extracurricular activities in biology was developed (see Figure 1).

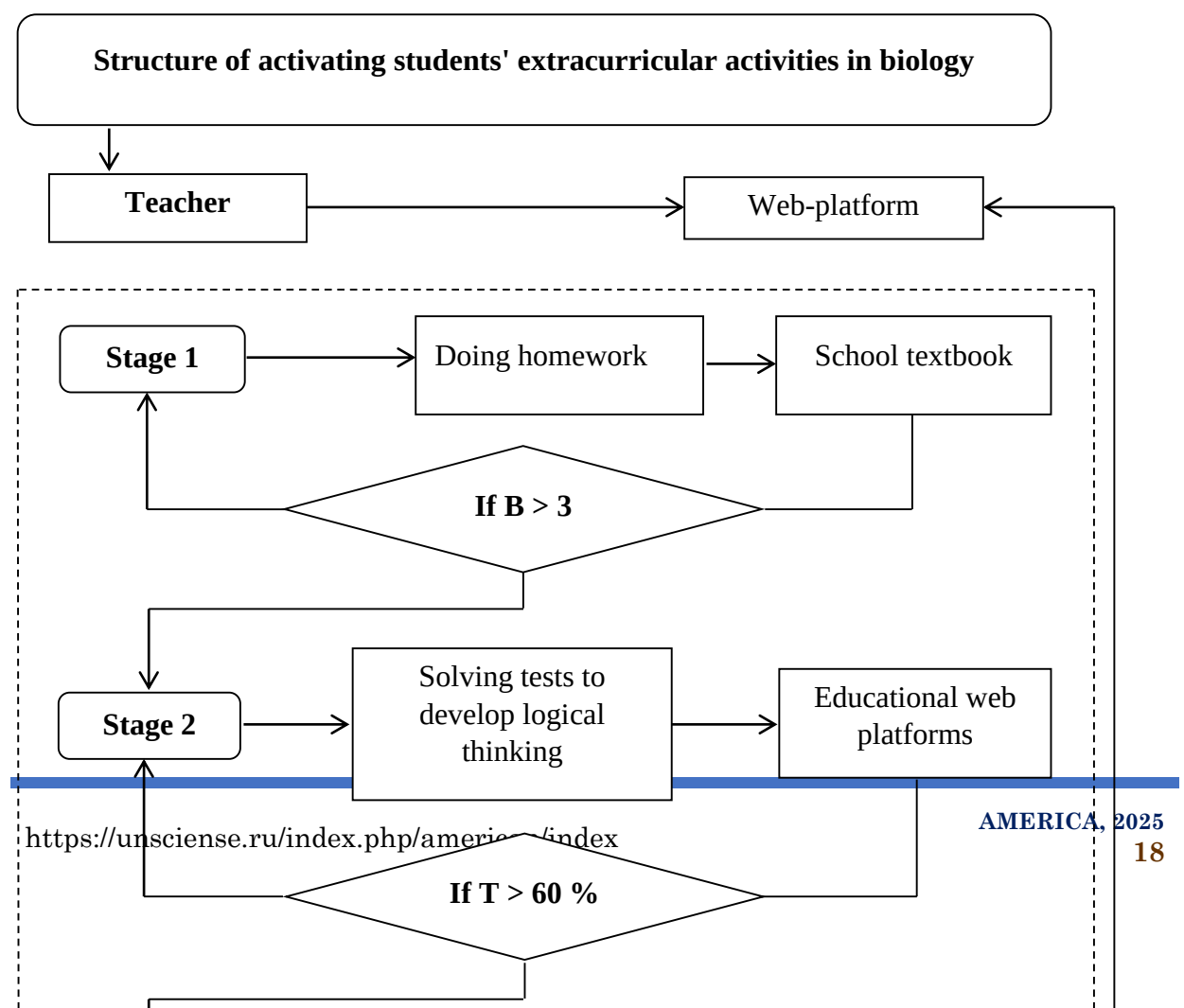


Figure 1. Structure of organizing students' extracurricular activities in biology

The proposed structure consists of three stages, the first stage of which involves students completing homework assignments in a biology textbook. Students are allowed to move on to the second stage if they complete at least three of the homework assignments in the biology textbook. In the second stage, students are given logical, or PIZA, tests to develop their logical thinking. Students take the given PIZA tests online. If students pass the tests provided above 60%, they are allowed to proceed to the third stage. Otherwise, they are directed to retake the tests.

The main goal of the third stage is to select and engage students interested in biology. This involves conducting online classes for

students. Online classes will be held in two stages. In the first stage, misunderstood topics in biology will be re-taught through video lessons and online discussions. It also shows methods for solving complex problems. In the second stage, it teaches how to implement various didactic tools related to the topic using mobile applications. This will increase students' interest in science and help them retain it for a long time.

The tasks in this third stage will be carried out using the Google Classroom platform. Google Classroom is a platform designed to organize extracurricular activities for schools, non-profit organizations, and students. The Google Classroom platform for teaching various subjects was launched in 2014. Currently, it is designed to work in 42 languages, and teachers from different countries are using it effectively. When working with Google Classroom, the teacher has the opportunity to build independent work, taking into account the psychological characteristics of students. It is known that students have individual characteristics (introverts, extroverts, visual, auditory, kinesthetic, digital, and others) and perform independent work to varying degrees" [2]. By posting educational materials to Google Classroom, a teacher can, for example, give students the opportunity to view, listen to, or read information. The teacher can also communicate with students in various ways, determine the necessary level of control over the completion of assignments, create more or less detailed instructions and comments on errors for each assignment, and additionally remind students of the deadlines for completing the assignment. In this case, the teacher can select tasks taking into account the individual characteristics of students, giving them the opportunity to discover and develop qualities that are

important for forming autonomous learning activities. Thus, work in Google Classroom is organized taking into account the individual characteristics of students and serves to ensure maximum activity and efficiency of each of them in the process of mastering the science of biology.

Thus, it is proposed to use the structure proposed in the research to activate students' extracurricular learning activities in biology using digital technologies. This structure aims to increase students' interest in biology and form a natural-scientific worldview.

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