**Lecture 11. Types of additional educational work and their didactic foundations**

Plan:

1. General provisions Humanization and humanization in teaching computer science

2. The importance of extracurricular activities.

3. Goals and objectives of extracurricular activities

4. Functions of extracurricular activities.

Humanization and humanization in teaching computer science. Humanization is a key element of the new pedagogical thinking in improving the quality of thinking and the main task of education, which is the personal development of the student.

The humanization of informatics is an integral part of the humanization of education in its translation into a humanistic basis. This transition can get positive results through the solution of a number of contradictions in education, the fulfillment of the social order in the development of society at a certain stage.

The solution of the system of conditions for the humanization of informatics assumes the following:

1) bringing informatics closer to a person, his interests, needs and abilities (creating an emotional background, demonstrating a semantic personality in the study of informatics, achieving self-knowledge through the means of informatics);

2) Creation of a full-fledged education about the world (research work in several scientific structures, etc.;

3) organization of various activities for self-affirmation and self-affirmation, support for creativity and motivation.

Humanization of informatics is a set of measures aimed at developing the general cultural component of education, allowing students to be active, be creative, free individuals, and adapt to any social conditions.

Humanization of the school course of informatics can take place in the following areas:

- introduction of the humanitarian foundations of informatics (use of historical elements - acquaintance with thinkers, acquaintance with the history of the development and emergence of informatics as a science; disclosure of philosophical and spiritual initiatives of informatics);

- introduction of methods, techniques and styles characteristic of the humanities into the methodology of teaching computer science:

a) the use of statements in the humanities (memorization, intellectual five minutes, musical breaks, demonstration of picture products, phrases in a foreign language, epigraphs for classes, etc.;

b) the introduction of fabulous lessons, discussions, discussions;

- Approximation of informatics to a person and social life:

a) show the scope of applications of computer science methods;

b) use of acquired knowledge in informatics in daily practice;

b) show the semantic personality in the study of computer science;

c) the continuity of computer science and the humanities, computer science and the natural sciences, the internal continuity of computer science (integrated lessons, integrated courses, lessons for the full study of the object and its image).

- providing opportunities for the development of individual abilities by stimulating one's own creativity and the use of various types of creativity. :

a) introduction to the system of creative research work;

b) the introduction into practice of individual tasks that take into account the peculiarities of the personal development of students;

b) systematic and varied extracurricular activities.

The following stages of humanization and humanization should be noted:

a) introduce into the lesson emotional periods associated with history, literature,

music; give a creative task to all classes on some topics; use some elements of extracurricular activities in the classroom;

b) the creation of individual lessons - an integrated, non-traditional, practical direction, a holistic perception of the object and image; creative, practical work on many topics; organization of individual extracurricular activities in the classroom.

b) conducting individual courses on a humanitarian basis. Creatively differentiated tasks for the development of a common worldview of students on the topics of the program. Systematization of the organization of extracurricular activities around classes.

c) emotional, general cultural character;

At all stages, it was emphasized that the purposeful activity of the student and the creation of conditions for their creativity are the most important action.

Creativity is the main key to humanization and humanization, because it causes creativity not only of the student, but also of the teacher. The teacher develops a repeated invariant system of pedagogical actions and means that are used in a certain order to achieve the promised result, that is, a flexible pedagogical technology.

Its features:

- taking into account the individual abilities of students;

- the impossibility of excessive and intellectual load in the development of educational material;

- ensuring a favorable moral and psychological climate in the class team.

The task of the teacher is to bring activities that meet the interests and abilities of students, to support the independent search and creativity of students. The teacher is obliged to support the student with a sense of interest in knowledge that interests him.

The requirements for school textbooks and methods of teaching informatics are designed for the “average” student. But the abilities of students are different:

easily and with interest study the given material in computer science; show only satisfactory results as a result of studying computer science; are learning

informatics.

All this leads to the need for individual training in computer science, which is carried out by extracurricular work.

The importance of extracurricular activities. Extracurricular activities - a variety of activities of students during extracurricular time, organized by the teacher, providing the necessary conditions for the socialization of the student's personality.

Extra-curricular activities - various educational activities carried out during extra-curricular time of the school, exceeding the boundaries of compulsory curricula.

The concept of extracurricular work is broad and ambiguous. It includes a variety of content, transmission, methodology, types and methods of conducting lessons.

For example, a meeting of a subject circle, extracurricular education, organization of school holidays and evenings are included in extracurricular activities.

In this regard, instead of the concept of "extracurricular work", it becomes necessary to explain the use in practice of some pedagogical literature and the terms "extracurricular work", "extracurricular work".

Extracurricular work is included in the educational process according to its purpose, content, method.

Determination of its place is entrusted to the teacher in planning and organization.

As an example, we can mention the work of subject teachers in order to deepen and expand the program material of capable students and correct the knowledge of underachievers.

In extracurricular work in the direction of teachers and class teachers, we express the work carried out in the student team on the basis of self-government, activation, and interaction.

Extra-curricular work consists of wide opportunities, various sets of activities that have a positive impact on students, and is an independent educational work of the teacher, which consists of the relationship of work during the lesson.

Extracurricular work in computer science can be interdisciplinary in nature, depending on the variety of opportunities and tools provided by the computer and information technology. Computer methods are successfully used in extracurricular work in computer science, physics, foreign language, art and geography, etc.

The purpose and objectives of extracurricular activities. Extracurricular work is an integral part of educational work at school, aimed at the assimilation by students of the social experience necessary for life in society, that is, the achievement of the common goal of education and upbringing.

Extracurricular work is aimed at solving the following problems:

1. General provisions The formation of a student's positive self-concept, which is characterized as follows: a) confidence that other people wish him well; b) confidence in the successful development of various actions; in)

sensual relation to its meaning. A positive self-concept is characterized by a positive attitude towards oneself, self-esteem of the student, which is the basis for the further development of the student's personality.

2. Creation of favorable conditions for the accumulation of communication skills and experience of collective life. Here, students enter into multifaceted interaction.

3. Formation of the need for productive, social services aimed at familiarizing with various types of activities, mastering relevant personal interests and the necessary knowledge and skills. For the formation of qualifications in extracurricular work, the conditions for the formation of the need for productive, social services are formed.

4. Formation of moral, emotional, volitional components of knowledge of the world. During extracurricular work, moral norms are formed through the assimilation of moral concepts. The emotional environment is created through the aesthetic representation of creative activity.

5. Development of cognitive interest. This task of extracurricular work combines educational and extracurricular activities, since extracurricular work is associated with the educational work of the lesson, and is also aimed at improving the efficiency of the educational process.

Organization of students' leisure. At present, communication with students on how to spend their leisure time has been established. Some children will not reckon with the life of the school or class, social requirements, do not participate in circles.

Functions of extracurricular activities. The purpose and objectives of extracurricular work determine its educational, educational, developmental activities.

The educational activity of extracurricular work has no properties in educational activity. During extracurricular work, it contributes to the effective influence of developmental and educational activities, which ends not with the formation of a system of scientific, educational knowledge, skills and abilities, but with the acquisition of certain behavioral skills, collective life, communication skills.

Principles of extracurricular work. Extracurricular work is built on the basis of general principles for determining its direction, content, form and methods.

The principle of target setting requires a clear planning of educational tasks.

The absence of a goal in organizing and conducting extracurricular work violates the relationship between the teacher and the student, as a result, the effectiveness of extracurricular work may be zero or negative.

The significance of the principle of the interconnectedness of extracurricular work with life, work, experience lies in active participation in public life. Therefore, extracurricular activities should have a socially useful orientation.

The principle of unity and integrity of the principle of educational and upbringing means, first of all, the entire organizational connection between education and extracurricular work.

The most important condition for improving the efficiency of the pedagogical process is the continuity of these aspects of the pedagogical process, taking into account individual

students' abilities.

The educator in the team and the team acts for the purpose of upbringing and education, since only in the team can a personality be formed in many ways. Extra-curricular work opens up wide opportunities for constant participation in various collective activities.

Extracurricular work by nature requires the activity of students, promotes an open vision of their actions. They can choose the task at their own discretion, have access to its planning, determine ways and means of solving the problem. Therefore, this activity allows you to develop activity and implement the principle of independent activity in the educational process.

The principle of taking into account age and individual abilities in extracurricular activities should contribute to the further development of each student, taking into account the strengths and capabilities.

The content of extracurricular work in informatics in the primary grades should correspond to the worldview of students. The instability of the attention of students of this age requires the search for bright, emotional forms of work with them. Works with game actions are considered effective.

Extracurricular work with middle-aged students requires taking into account the knowledge acquired at school. Students of this age can show their skillful actions in work, trying to test their strength in difficult situations. Students in this group can participate in circles and make choices.

High school students are future students of higher and secondary vocational schools or employees of various areas of production and service centers.

In the process of extracurricular work, the attitude of teachers and students to the process of extracurricular work is psychologically determined.

In the process of extracurricular work on interests, the position of the teacher is different: the teacher is seen as an experienced, educated friend, taking into account the thoughts and interests of students.

**Questions for self-examination:**

1. What are the goals and objectives of extracurricular activities?

2. Explain the importance of extracurricular activities.

3. What tasks is extracurricular work aimed at solving?