USING THE POTENTIAL OF EXTRACURRICULAR ACTIVITIES IN THE FORMATION OF UNIVERSAL EDUCATIONAL ACTIVITIES

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Аннотация. The article dwells on the use of extracurricular activities in the formation of universal educational activities that develops the interest of students, allows them to study the educational material in full and beyond the curriculum, arouse interest and desire for self-development.

Keywords*:* extracurricular activities, students, educational activities, mathematics.

Extracurricular activities are used for the full assimilation of educational material, as well as for optimizing the academic load and comprehensive and integrated development of the student. As a form of work, it is necessary, since it not only forms the potential for self-development and assimilation of new knowledge, but also gives the opportunity to study in an unconventional lesson format, which significantly increases the student's interest in studying.

In addition, extracurricular activities, within the framework of the standards of the Federal State Educational Standard, can act not only as a form of obtaining additional knowledge, but also as an opportunity for students to independently organize a form of extracurricular activities, therefore, to accumulate social experience.

Extracurricular activities of students – classes in areas outside of academic activities with a variety of forms of conducting: circles, sections, round tables, conferences, excursions, classes with groups, etc[1]. The main goal of extracurricular activities is to form universal learning activities. In our opinion, the most complete explanation of the term universal learning activities is given by Bozhenkova L.I., defining the UUD as: "a system of student actions that provides social competence, the ability to independently assimilate new knowledge and skills (the ability to learn), including the organization of independent learning activities, the student's ability to self-development through conscious and active appropriation of new social experience" [2]

Being a platform for the development of independence in learning new things, the UMS formed by the teacher at extracurricular activities will perform a number of important functions:

- personal (professional definition, moral and ethical orientation);

- regulatory and cognitive (control, correction, evaluation, problem solving, logic and logical connections);

- communicative (taking into account the interlocutor's position, communication culture) [3]

Consider extracurricular activities in math lessons at school. When studying mathematics, extracurricular activities are necessary, first of all, to focus on the development of mathematical abilities [2].

When taking into account cognitive needs, age characteristics and a selection of forms of conducting, permanent (mathematical circle, scientific mathematical society of schoolchildren, mathematical laboratory, school of young mathematician) and temporary (mathematical evening, Olympiad, mathematical KVN, quest game timed to any event in mathematical science, mathematical battle, contests, competitions) are distinguished [5].

As we can see, the forms of organization of extracurricular activities in mathematics are very diverse both in the form of conducting and in structure and content, they are generally applicable to any topics.

Mathematics is one of the most difficult subjects, choosing and conducting extracurricular classes in different variations, the teacher not only helps to master the necessary set of knowledge, but also to awaken interest in mathematics, motivate self-development and self-study.

Working in combination with traditional forms of extracurricular activities, such as individual, group and combined classes, the emphasis is also on the quantitative attribute. This form of work is most convenient for preparing for the OGE and USE. After analyzing the results of the application of various forms of work in extracurricular activities, the teacher will be able to adjust the program of extracurricular activities, select forms of work that can guarantee the achievement of results, make a forecast of the effectiveness of further application of certain types of extracurricular activities, build a logic of transition from some results to higher-level results.

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