

**EFFECTIVENESS OF EXTRACURRICULAR ACTIVITIES IN
ELEMENTARY MATHEMATICS CLASSES****Umirbaeva Ulzada**

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Abstract: *The article indicates the relevance of the problem of improving the mathematical education of junior schoolchildren. An analysis of psychological and pedagogical literature on the research problem was carried out. The author defines the psychological and pedagogical foundations for the development of mathematical abilities of primary schoolchildren, and also notes the main forms and types of extracurricular activities in mathematics. The study presents a program of extracurricular activities in mathematics aimed at developing the mathematical abilities of primary schoolchildren.*

Keywords: *abilities, junior schoolchild, extracurricular activities, mathematical abilities, program of extracurricular activities in mathematics.*

INTRODUCTION

In the process of forming universal learning activities among younger schoolchildren, the issues of improving mathematics education are relevant. In the studies of V.A. Guseva, I.K. Kondauronov and others point out the need to improve the process of teaching mathematics. The initial course in mathematics is designed to solve one of the main problems - to ensure the development of students' mathematical abilities, to form the qualities of thinking characteristic of mathematical activity.

MATERIALS AND METHODS

The need to develop the mathematical abilities of younger schoolchildren has been noted by many leading Russian scientists. The problems of mathematical abilities were studied by researchers V.V. Davydov, A.N. Kolmogorov, V.A. Krutetsky and others.

The development of mathematical abilities of younger schoolchildren occurs both in class and in extracurricular activities.

The problem of extracurricular activities was studied by such scientists and teachers of the past and present as N.A. Berdyaev, D.B. Grigoriev, V.I. Kazarenkov, A.S. Makarenko, V.N. Soroka-Rosinsky, V.A. Slastenin, S.T. Shatsky, N.A. Shchukina and others.

In the studies of O.V. Dzhezheley, V.P. Konovalova, N.N. Svetlovskaya and others consider various approaches to defining the concept of "extracurricular activities". It should be noted here



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that in pedagogical dictionaries and encyclopedias the concept of “extracurricular work” is often found, but now this term is synonymous with the concept of “extracurricular work”, “extracurricular activities”.

RESULTS AND DISCUSSION

Abilities are personality traits that are conditions for the successful implementation of a certain type of activity. Abilities develop from inclinations in the process of activity (in particular, educational). Abilities are not limited to the knowledge, skills and abilities an individual has. They are revealed in the speed, depth and strength of mastering the methods and techniques of certain activities and are internal mental regulators that determine the possibility of their acquisition [1].

The most famous works on the study of abilities are the works of B.M. Teplova. B.M. Teplov in his research notes the conditions for the formation of abilities and argues that abilities are not innate, and only inclinations can be innate. B.M. Teplov says that “inclinations underlie the development of abilities, and abilities are the result of development” [2]. In his research he distinguishes between the terms “congenital” and “hereditary”. In his opinion, “congenital” - manifested from the moment of birth and formed under the influence of both hereditary and environmental factors, “hereditary” - formed under the influence of hereditary factors and manifested both immediately after birth and at any other time in a person’s life” [3].

Although in modern research there are different interpretations of the levels of development of abilities, by definition the relationship between the concepts “talent”, “giftedness”, “genius”.

The development of mathematical abilities of a junior schoolchild is determined by the close interaction of inclinations and abilities. It is necessary to take into account the real conditions of society and the junior schoolchild’s own activity in the process of cognition. In the works of V.P. Simonov considers the human personality as “the beginning of the chain from biological to social, the development of mathematical abilities is included in the general development of the inclinations and abilities of the individual” [4].

Mathematical abilities may appear alongside other abilities. Mathematical abilities are, first of all, the unity of special inclinations in general in arithmetic, algebra, and geometry. Mathematical abilities manifest themselves as developed mathematical thinking of a spatial, logical, numerical and symbolic nature. Russian researchers B.V. Gnedenko, A.N. Kolmogorov, D.D. Mordukhai-Boltovsky, S.I. Schwartzburd and others examined in their research the nature and essence of mathematical abilities.

To successfully master any activity, a combination of such abilities is required that form a unity that ensures a high-quality process. Abilities are formed in the process of such activities that are necessary to achieve the goal. Abilities are formed and developed in the learning process. When we talk about abilities, about mathematical abilities, we first of all see a specific person. When referring to the specific personality of a child, we can talk about the development of abilities taking into account individualization. The ability manifests itself when a person’s personality is activated, so the junior schoolchild needs to create conditions in which he can self-realize and be free in creative manifestations. At primary school age, abilities manifest themselves very actively.



DI. Prokopova in her article says that “the effectiveness of teaching younger schoolchildren to solve Olympiad tasks depends on the creation of certain conditions for this.

The first condition is the introduction of Olympiad tasks into the learning process in a certain system with a gradual increase in complexity.

The second condition is to help students understand general approaches, methods, and techniques for solving Olympiad tasks.

The third condition is the need to provide students with maximum independence in finding a solution to the problem” [3].

Further in his work, the author says that Olympiad tasks should be aimed at increasing interest in studying mathematics, and not so that the student reaches great heights by gaining a large number of points at the Olympiad. There is also a psychological aspect here: the teacher, setting up the student for victory, can cause the effect of avoiding failure. But in turn, Olympiad tasks are a diagnostic test for identifying talented, gifted children.

We should not forget that play activities at primary school age play a big role in learning. It is with the help of the game that a stable interest in the learning process itself and in mathematics, in particular, is formed. During extracurricular hours, students are interested in role-playing games based on educational material. In the modern information world, with the development of various computer technologies, children are interested in computer games. Computer games develop interest in primary schoolchildren. An experienced teacher uses games in extracurricular activities, then discusses these games with younger students, asks questions about the meaning of the game, and then suggests continuing the game in the form of a project or research.

CONCLUSION

Purposeful work to realize the mathematical abilities of younger schoolchildren should be systematic. The effectiveness of the process of developing the mathematical abilities of younger schoolchildren depends on the method of organizing special work.

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