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INFLUENCE OF EXTRA-LEARNING DEVELOPMENT OF ELECTRONIC RESOURCES ON THE DEVELOPMENT OF PERSONAL QUALITIES OF SCHOOLCHILDREN

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ABSTRACT

The article describes and substantiates approaches to the development of extracurricular activities of schoolchildren, providing for the development of new electronic resources by them. *The problem of finding* ways to technological support extracurricular activities with students, identifying new ways to implement their creative activities through the use of information technology is relevant in connection with updated social orders for the education system. *The aim of the study* was practical confirmation of the effectiveness of the proposed approaches to informatization of extracurricular activities at school and their positive impact on the development of personal qualities of students.

A pedagogical study was conducted on the basis of the formation of the control (52 people) and experimental (54 people) groups of fifth graders from two Kazakhstan schools. A series of extracurricular activities were implemented in the experimental group, in the framework of which schoolchildren developed electronic resources using selected means of informatization. Comparative diagnostics of the level of nine different personality traits of schoolchildren was carried out using methods of mathematical statistics and specially designed questionnaires.

The study found that the development and implementation of the proposed methodological approaches to extracurricular activities at school, based on the project creation by students of electronic resources that can be used in the main educational process, as well as the preliminary selection of the necessary informatization tools for this, contribute to the development of significant personal qualities.

The positive effect of informatization of extracurricular work and the creation of electronic resources by students in the framework of this work on the development of cognitive motivation, independence, the ability to find and organize information, set goals and plan work to achieve them, communicate and collaborate with other people, as well as other personal qualities, *has been experimentally proved*. schoolchildren.

INTRODUCTION

Formulation of the problem

In today's fast-paced world, the personality traits of each member of society are becoming increasingly important. This importance increases with the development of engineering and technology, when information barriers between people and nations are erased, production is automated, the structure of professions and the competencies of workers change. It is obvious that the educational system, mainly working with youth, plays a key role in the formation and strengthening of such qualities. In this regard, a significant problem is the search for approaches and means for improving the educational and educational work with schoolchildren aimed at developing significant personal qualities in them. The education of the individual in accordance with the priorities of the development of society and the requirements for the results of appropriate educational work are the most important social order facing the modern school [1, 2].

It is well known that qualities are the characteristics of certain subjects, objects or processes, designed to meet specific needs. In this case, the personality traits (or personality traits) can be considered psychological characteristics of a person, manifested in a person through a relationship to himself and his surroundings in his activity and behavior [3]. Many scientists have devoted their classifications and pedagogical methods to the formation and development of such qualities, among them L.I. Bozhovich, A.Ya. Danilyuk, G.K. Dlimbetova, A.A. Dosmukhambetova, A. Ostrovsky, S.M. Platonova, O.A. Width and many others [1-5].

Extra-curricular work with schoolchildren, which in modern conditions is carried out using various means of informatization of education, has

significant potential in terms of the formation of personal qualities. Outside of the lessons and the main educational activity, conditions and incentives arise for wider and more diverse methods of communication with students, their independent and creative work, which can positively affect the formation of those personal qualities, the development of which in ordinary lessons is objectively difficult [6].

A.G. Asmolova, V.A. Berezina A.K. Brudnova, O.S. Gazman, V.A. Gorsky, E.B. Evladova, O.E. Lebedeva, M.N. Povolyaeva and other teachers. Their scientific works emphasize the importance of extracurricular work for the education and personal development of students. More and more relevant studies affect the use of information technology to increase the effectiveness of extracurricular activities of students [7-9].

In many cases, as part of a circle, cultural, educational, leisure and other types of extracurricular activities carried out using computer tools, students interact with various electronic resources that operate on the basis of stationary and mobile computer equipment. Such resources, as a rule, contain structured information presented in the form of graphic illustrations, text, audio and video fragments, elements of hypermedia, interactive components.

The use of electronic resources, which could initially be developed for different spheres of human activity, contributes to the formation of students' ideas about an expanded set of concepts, improvement of intellectual and creative abilities, the ability to independently master new knowledge, interact with different information sources, and communicate with other people [8, 10].
Informatization can affect the development of almost all types of cognitive motives, including interest in knowledge, in the content and progress of educational and extracurricular activities [11]. In the framework of extracurricular work with schoolchildren, the development of its content, reliance on interdisciplinary connections, the use of new methods, including methods for implementing problem-developing activities, updating the structure and set of extracurricular activities, improving the forms of independent work of students contribute to the formation of cognitive motives. As part of the development of these and other approaches, the use of new tools and technologies can have a significant effect.

A significant contribution to solving the problem of using various means of informatization in different types of educational activities was made by Kazakhstani scientists, as well as scientists from countries near and far abroad: B.S. Akhmetov, K.M. Berkimbaev, E.Y. Bidaibekov, G.R. Gromov, V.I. Gritsenko, S.S. Usenov, V.F. Sholokhovich, O.I. Agapova, O.A. Krivosheev, S. Peypert, G. Kleiman, B. Sendov, B. Hunter and others. Moreover, many publications describe the possibilities of using electronic resources in various fields of extracurricular creativity of schoolchildren [12].

Under the conditions described, it is important to conduct studies aimed at solving several problems. First, it is important to continue the study of the

applicability of certain types of extracurricular activities, their substantive and technological content to increase motivation and the development of other personal qualities of students [9]. Of particular interest is the study of the impact of extracurricular activities, in which students not only use various means of informatization, but also participate in the development of new electronic resources to solve the problem of developing the required personality qualities of students.

RESEARCH METHODS.

In the framework of the described study, an attempt was made to conduct extracurricular activities in a primary school, the content of which provides for the creation by students of electronic resources, and the subsequent measurement of the degree of influence of such educational activities on the personal development of students.

During the school year, the fifth graders of two schools were offered a series of extracurricular activities that, by their nature, were related to circle activities. Creative extracurricular work of schoolchildren was devoted to the use of various computer designers to develop their own electronic resources. Students independently and collectively selected the appropriate technologies and the necessary content, creating resources as a cross-cutting creative project. The topics for the development of electronic resources were not rigidly fixed, but most of the resources were educational in nature and were considered by teachers and schoolchildren as means for informing the main educational activities carried out in the lessons in various disciplines.
For the study, suitable means of informatization were identified for the construction of electronic resources by students of the primary school.

LearningApps system is designed for the design of interactive electronic manuals on various topics. The basis of this service is operating with ready-made templates.
The latest Kazakhstani collection BilimLand contains systematic interactive electronic resources in Kazakh, Russian and English. Links to materials and ideas of this collection can be used to create schoolchildren's own copyright resources.

The ClassTools system can be used to visualize information and develop schoolchildren interactive resources based on Flash-technologies. Such resources can be aimed at visualizing diagrams, conducting demonstrations, protecting projects, and visual planning of events.

The first part of extracurricular meetings and independent work of schoolchildren was devoted to acquaintance with this toolkit, studying the possibilities of such designers and collections. At the first stage, students constructed educational fragments of electronic resources. Pupils were given the right to choose the most suitable designer, as well as the form and type of collective or individual work.

The second part of extracurricular work was related to the direct construction of electronic resources by schoolchildren. Fifth graders were recommended assignments for the development of electronic tests, puzzles, puzzles, quiz tools, surveys, and questionnaires. Students were given the right to choose the thematic link of the created means of informatization of education themselves. In this regard, the described extracurricular activities by their nature cannot be attributed to the educational process in one or more specific disciplines.

Examples of recommended assignments for fifth graders are the development of an interactive resource on the topic "Natural Zones of Kazakhstan" or the creation of a demonstration resource on the topic "Sound-and-mimetic words in the Kazakh language." In carrying out such tasks, students chose the electronic resource LearningApps, a system for developing Power Point presentations, and fragments of resources from the BilimLand collection. Figure 1 shows an example of the simplest interactive electronic test “Define the Flag”, developed by a fifth grader to teach elementary school students the difference between signs and symbols.

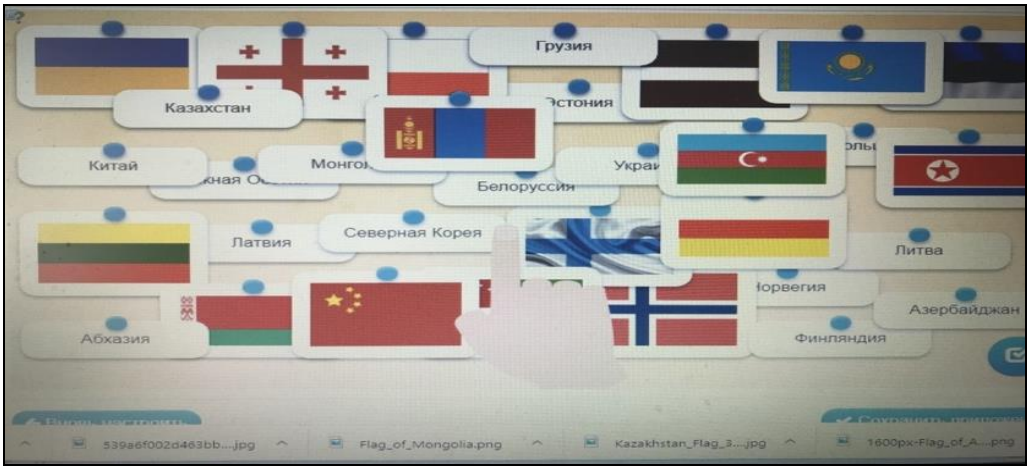

Figure 1 *- Interactive test for teaching younger students, developed by a fifth grader as part of an extracurricular project*

Fifth graders carried out the design of electronic resources as part of a combination of individual independent and collective group work.
Teachers played the role of consultants, answering questions from schoolchildren and directing such extracurricular activities. Created electronic resources were collected and systematized in a school-wide collection for subsequent use in the main educational process.

When performing the described extracurricular projects, the attention of students was drawn to:

- The significance for a person of educational and creative activities;
- Respect for other students who are experiencing difficulties, but try to overcome them;
- The need for striving for originality and novelty;

- Priority of non-standard ideas and approaches;
- Multivariance of ways to accomplish the task;
- The possibility of the existence of different, including opposing, points of view;
- The need for a respectful and tolerant attitude to another point of view;
- The advantages of inventing innovative approaches to solving traditional problems;
- The importance of having the opportunity to choose and the ability to be responsible for your choice;
- The value of each person and positive communication with each other.

Despite the fact that in the framework of extracurricular work, its effectiveness is not always evaluated, when performing the described projects for all fifth graders, their individual achievements were revealed - a portrait of the student was compiled according to the characteristics: analyzing, thinking, responsible, confident, independent, honest, with self-management skills.

The study of the impact of such extracurricular developments on the development of personality traits was carried out throughout the 2018-2019 academic year based on an analysis of the course and results of extracurricular activities with 106 fifth-grade students of Gymnasium School No. 1 named after A. Bokeikhanov and School-Gymnasium No. 49 named after Y. Altynsarin of the Education Department of the Akimat of the city of Taraz, Zhambyl region of the Republic of Kazakhstan. From each school, two fifths of the classes took part in the experiment, each of which became part of the control or experimental group. As a result, there were 52 students in the control group (24 and 28 people from each school, respectively), and 54 students in the experimental group (29 and 25 people from each school, respectively), which is comparable in number and allows an objective study. To process the results of the experimental part of the study, methods of mathematical statistics were used.

RESULTS AND DISCUSSION.

Students in the control group participated in the traditional circle and other extracurricular activities for both schools, but this activity was not related to the development of electronic resources. The fifth graders who made up the experimental group participated in individual and collective cross-cutting projects for the design of electronic resources using the above approaches, tools and technologies. At the beginning of the school year and upon its completion, an analysis of several personal qualities of schoolchildren was carried out, the change of which could be possible in the conditions of using the proposed approach.

In particular, comparative diagnostics of the level of development of educational motivation, considered as a significant personal quality of students, was carried out. The basis of the questionnaire for this part of the study was taken by the components of the motivational questionnaire N.G. Luskanova [19]. Pupils were asked whether they like studying at school, whether to cancel or reduce homework, how often the student tells parents about the school, how many friends he has, whether he likes classmates and a

teacher, as well as several other questions. The developed questionnaire was used for individual examination of children. The maximum scores for fifth-graders' answers to questionnaire questions were set for a positive attitude towards school and their preference for educational and extracurricular activities. Less scores rated neutral responses. No points were given in the case of negative responses of students. Depending on the amount of points, when one student answers the questionnaire, one of three levels of development of this personal quality was determined.

The high level is characterized by the presence of high cognitive motives in the fifth grader, the desire to most successfully complete all types of educational and extracurricular activities. Such children, as a rule, clearly follow the recommendations of teachers, responsibly and conscientiously treat assignments.

The average level corresponds to the students' positive attitude towards the school, but it attracts them more to extracurricular activities. Such students feel quite successful at school, but tend to attend school to communicate with friends and teachers.

The low level characterizes the motivation of schoolchildren who are reluctant to attend school, engaged in foreign affairs or games in the classroom and after-school activities. As a rule, they experience difficulties in the framework of educational and extracurricular activities. Such students rarely tell parents about the school.

The results of preliminary and final diagnosis of this personal quality of fifth graders are presented in table 1. Prior to the described extracurricular activities with the experimental group, 10 people in the experimental and 14 people in the control group showed a high level of school motivation, which amounted to 18.5% and 26, respectively. 9%.

To prove that the groups are at the same level, the Chi-square statistic was applied. The calculated value of this parameter turned out to be less than critical (the critical value of $\chi 2$ is 5.991 at v = 2), which allows us to consider both groups to be the same in terms of educational motivation at the time the study began.

Table 1. Diagnostics of the level of educational motivation of students in fifth grades (preliminary / final diagnosis)

Learning Motivation Level	**Experimental group (54 people)**		**Control group (52 people)**	
	people	%	people	%
Low	20 / 10	37,0 / 18,5	18 / 22	34,6 / 42,3
Average	24 / 20	44,4 / 37,0	20 / 22	38,5 / 42,3
Tall	10 / 24	18,5 / 44,4	14 / 8	26,9 / 15,4
Criterion χ^2				**0,54 / 6,28**

The same questionnaire was offered to students of both groups at the end of the school year (table 1). The calculation of the Chi-square criterion (6.28) showed that both groups are significantly different, and the level of educational motivation in the experimental group is significantly higher.

A similar survey was conducted in relation to the level of independence as another significant personality quality of fifth graders. The basis of the corresponding questionnaire was taken the parameters of educational independence of schoolchildren included in the corresponding assessment methodology developed by N.V. Kalinina [13]. The questions in this questionnaire were aimed at ascertaining performance in the framework of the main and independent educational work, such as the independence of personality traits such as activity, organization, responsibility [14, 15-21]. The questionnaire was developed on the basis that the independent activity of schoolchildren, in many respects, is ensured by the presence of a sufficient level of cognitive motivation and activity. Moreover, such an activity from the perspective of the student is presented as a form of cognitive activity, and from the perspective of the teacher it is considered as a method of training, as a means of involving students in cognition and as a way of this activity. The results of this type of comparative diagnosis at the preliminary and final stages are presented in **Table 2.**

Table 2. Diagnostics of the level of independence of students in fifth grades (preliminary / final diagnosis)

Independence level	**Experimental group (54 people)**		**Control group (52 people)**	
	People	%	People	%
Low	16 / 8	29,6 / 14,8	18 / 16	34,6 / 30,8
Average	24 / 22	44,4 / 40,7	28 / 30	53,9 / 57,7
Tall	14 / 24	25,9 / 44,4	6 / 6	11,5 / 11,5
Criterion χ^2				**0,53 / 6,52**

As in the previous case, both groups of fifth graders were not significantly distinguishable at the start of the study and had a similar level of independence ($\chi 2$ value was 0.53, which is below the critical value). By the end of the school year, the groups differed significantly ($\chi 2$ value was 6.52). At the same time, the share of students with a high level of independence in the control group remained unchanged, but significantly increased in the experimental group. This allows us to conclude that the positive impact of extracurricular development of electronic resources by students on the development of their independence.

A corresponding comparison of both groups of schoolchildren was carried out according to other parameters characterizing the development of different significant personal qualities in them, which could be influenced by the proposed methodological and technological innovations. The format of the article does not allow us to describe the methods and calculations used in detail.

The results of the diagnosis of seven personal qualities of fifth-graders at both stages are shown in Table 3. To more accurately determine the degree of influence of new forms of extracurricular work, when evaluating the results of a survey of schoolchildren of the experimental group, an eight-point scale was used instead of a three-point scale. At the same time, the level of 7-8 points that is significant for the study was unambiguously corresponded to a high level on the scale with which the processing of the results of the questionnaire of the control group was carried out.

Table 3. Diagnostics of personal qualities of fifth grade students (preliminary / final diagnosis, person)

Group	Experimental group (54 people)				Control group (52 people)		
Levels of formation / types of personal qualities	1-2	3-4	5-6	7-8	Низк	Сред	Выс
The ability to determine the personal goal of knowledge	24/ 12	16/12	24/20	**2/20**	26/20	20/22	**6/10**
The ability to find and select the required information, including using informatization tools	20/12	20/16	10/12	**4/14**	24/18	24/26	**4/8**
Ability to structure knowledge	24/14	24/16	4/12	**2/12**	26/22	26/26	**0/4**
The ability to formulate tasks based on the correlation of known and unknown	24/12	20/16	8/16	**4/10**	26/24	24/24	**2/4**
The ability to plan your own activity, considering it as a sequence of actions	22/10	20/18	8/8	**4/18**	26/20	24/22	**2/10**
The ability to collect information through proactive collaboration with other people	22/16	24/14	4/12	**4/12**	24/20	24/26	**4/6**
Ability to plan communication with a teacher and	24/16	24/16	2/10	**4/12**	22/20	24/24	**6/8**

classmates to solve learning problems							

The data in the table indicate that in the number of students with a high level of each personal quality, both groups were not significantly distinguishable at the beginning of the school year. At the same time, the level of personal qualities in students of the experimental group was higher than that of students in the control group.

CONCLUSION.

Of course, the formation and development of personal qualities occurs under the influence of a large number of factors. At the same time, the results of the study with a high degree of probability indicate that the informatization of extracurricular activities with schoolchildren, in general, and their development of electronic resources in the framework of such activities, in particular, have a positive effect on the formation and development of many personality qualities, in including increased cognitive motivation, independence in activity, the ability to find and organize information, set goals and plan work to achieve them, communicate and collaborate with by other people.

It is advisable to use the proposed approaches and the experimental results obtained not only within the framework of constructing an integrated system of educating students, methodological and technological improvement of extracurricular activities at school, but also for the comprehensive integration of all types of educational and extracurricular activities of students aimed at obtaining a high-quality education that meets modern social orders. The use of information technology to solve such problems can play a significant role.

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