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POSSIBILITIES OF THE ACTIVITY-BASED APPROACH IN ORGANIZING EXTRACURRICULAR LEARNING ACTIVITIES FOR GENERAL SECONDARY SCHOOL STUDENTS

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Abstract
This article examines the challenges of organizing extracurricular learning activities for general secondary school students and explores the potential of adopting an activity-based approach in this context. It highlights how this pedagogical method can enhance independent learning, support cognitive development, and integrate modern educational technologies into extracurricular programs.

Keywords: extracurricular learning activities, digital platform, activity-based approach, independent learning.

In general secondary schools, lessons are typically conducted in 40-minute sessions. Within such a limited time frame, students may be unable to fully grasp certain aspects of the material. Additionally, various circumstances—such as illness or other absences—can prevent students from attending classes, thereby reducing their opportunities to master the subject matter. Addressing these issues requires a reassessment of current practices for organizing extracurricular learning activities and the development of alternative strategies to support student learning outside regular classroom hours [1, 2, 3].

One promising alternative is the **activity-based approach**, which emphasizes active, independent, and multifaceted engagement in the learning process.

The activity-based approach is defined as “a method of planning and organizing the educational process in which the central role is assigned to the learner’s active and multifaceted independent cognitive activity. This approach plays a crucial role in enhancing independent study and cognitive skills” [4]. Given its pedagogical potential, it is highly suitable for use in extracurricular learning activities in general secondary schools.

Subjects taught in secondary education fulfill essential general educational functions: they convey the fundamental concepts and principles of each discipline, provide learners with essential knowledge and skills, and prepare them to study other subjects in greater depth. In this regard, extracurricular learning activities can play a complementary role, reinforcing classroom learning and fostering deeper understanding. Implementing the activity-based approach in these settings should be viewed as a necessary condition for achieving broader educational objectives [5]. This approach supports the development of a scientific worldview, critical thinking skills, and readiness for practical application of knowledge.

Within the activity-based framework, students acquire universal strategies for addressing a wide range of problems. Consequently, the role of the teacher shifts significantly: instead of serving solely as an information transmitter and evaluator, the teacher becomes a facilitator, coordinator, supporter, and adviser, guiding students toward greater autonomy. Effective implementation of this approach should begin with concrete, practical steps tailored to specific topics [5]. For example, students can be encouraged to use digital learning platforms for independent study, problem-solving, and familiarization with computer-based methods for developing problem-solving algorithms.

In the context of extracurricular activities, the activity-based approach encompasses the following key components [6]:

- Developing students' readiness to actively, effectively, and appropriately use information and telecommunication technologies in the learning process;
- Identifying and fostering students' creative individuality;
- Encouraging the development of future professional aspirations.

The analysis presented in this study suggests that in extracurricular learning organized according to the activity-based approach, students carry out the core learning activities themselves, while the teacher—utilizing digital learning platforms—primarily assumes the role of facilitator, offering guidance, managing group dynamics, and introducing new ideas. This model not only directs students toward self-directed learning but also deepens their mastery of academic subjects.

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