

**METHODOLOGY FOR ORGANIZING EXTRACURRICULAR ACTIVITIES IN
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Abstract: The development of students' interest and competencies in chemistry requires effective organization of extracurricular activities. Such activities, if properly structured, complement classroom learning, foster curiosity, and help bridge the gap between theoretical knowledge and practical application. This article explores methodological approaches to planning, organizing, and evaluating extracurricular activities in chemistry education. It emphasizes the role of extracurricular work in enhancing students' motivation, deepening their subject understanding, and developing research, teamwork, and problem-solving skills.

Keywords: Chemistry education, extracurricular activities, methodology, student motivation, scientific interest, practical skills.

In the modern educational landscape, the role of extracurricular activities has significantly expanded, becoming an essential part of the comprehensive development of students. In the context of teaching chemistry, which is often considered challenging due to its abstract concepts and complex experimental procedures, extracurricular activities serve as a valuable tool for reinforcing knowledge, stimulating interest, and fostering independent scientific thinking. Properly organized extracurricular work allows teachers to go beyond the rigid framework of the curriculum, providing students with opportunities to apply their knowledge creatively and practically.

Extracurricular activities play a crucial role in shaping students' scientific outlook and developing their practical competencies, especially in subjects such as chemistry, which combine theoretical knowledge with experimental skills. The organization of such activities requires a clear methodology to ensure that students not only deepen their understanding of chemistry but also develop motivation, creativity, and a sense of responsibility.

The first and most important aspect of organizing extracurricular chemistry activities is understanding the needs, interests, and abilities of students. Not all students demonstrate equal enthusiasm for scientific subjects in a traditional classroom environment; therefore, extracurricular activities offer an opportunity to identify those who have a hidden interest or potential in chemistry but may not have fully expressed it during regular lessons. The teacher should carry out diagnostic work at the beginning of the academic year or semester to determine which students would benefit from additional chemistry-related activities. This can be done through surveys, informal conversations, or observation of student participation during lessons.

Once the teacher has identified the target group, it is essential to plan the extracurricular program carefully. Activities should be systematically integrated into the academic calendar to maintain student engagement and ensure continuity. Sporadic or poorly organized events often fail to produce the desired educational outcomes. The program should outline clear objectives, expected outcomes, and the types of activities planned, ensuring they complement, rather than duplicate, the content of the main curriculum.

An effective extracurricular program in chemistry typically includes a wide range of activities that cater to different learning preferences and abilities. For example, chemistry clubs and scientific circles offer students a platform to conduct experiments beyond the standard school laboratory work. Here, students can explore fascinating phenomena, learn safe experimental techniques, and even design their own small research projects. These activities not only deepen their understanding but also foster teamwork and independent thinking.

Moreover, participation in subject-based Olympiads, competitions, and quizzes serves as a powerful motivational factor. Preparing for such events encourages students to go beyond textbook knowledge, broadening their intellectual horizons and developing problem-solving skills. Additionally, such experiences help students learn to work under pressure, manage time effectively, and gain confidence in public presentations.

Conclusion

The effective organization of extracurricular activities in teaching chemistry is an essential component of modern educational practice. It enables the development of students' intellectual potential, practical skills, and scientific curiosity. Methodologically sound extracurricular work contributes to the formation of a positive attitude toward chemistry, improves academic performance, and prepares students for further scientific or professional engagement in the field. To achieve these goals, teachers must apply diverse, student-centered approaches that combine scientific rigor with creativity and practical relevance.

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