THE ROLE OF EXTRACURRICULAR ACTIVITIES IN PERSONALITY DEVELOPMENT

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Abstract: Extracurricular academic activities (AAE) (participation in research projects and conferences, debate clubs, publication in academic journals, studies abroad, circles on different educational objects, etc.) are used as a measure of the quality of educational programs, and participation in activities can increase school performance if there are enough commonalities between the two; The extracurricular academic activities can facilitate the learning process and base the knowledge acquired in the courses, if the acquired skills are transferable or if the two types of activities are based on each other. On the other hand, if there are no common points between the two (so-called transferable skills), participation in extracurricular academic activities can adversely affect school performance because the former require significant amounts of resources (intellectual and time), resources that are of the most importance. often used to the detriment of classic academic activities (such as attending classes, reading materials, preparing for the final evaluation, writing the bachelor's degree).

Key words: educational process, instructional-educational activities, education system, academic activities, extracurriculars, personality

1 INTRODUCTION

The forms of organization of the education process represent the specific ways of designing and carrying out the instructional-educational activities carried out by the educational agencies. In the 17th century, the Czech pedagogue Comenius laid the foundations of the system of organizing the pedagogical training on classes and lessons, a system that has experienced a rapid spread in Europe and then throughout the world, and continues to be the dominant way to carry out the training today.

In our country the education on classes and lessons was introduced by the Education Law of 1864. In the development and improvement of this system the renowned educators, such as: Pestalozzi, Herbart, Uşinski, Diesterweg, Dewey, etc. contributed.

The organization of education by classes and lessons has often been criticized, which has led to the outline of other ways of organizing the instructional-educational activity.

2. FORMS OF ORGANIZING THE EDUCATION SYSTEM

Other alternative forms of organization of this learning system are:

1. The monitoring system was initiated at the end of the 18th century by A. Bell and J. Lancaster and may have a fundamental idea for teachers and may have a higher level (monitors) to guide the most. weak for learning.

2. The Dalton system was conceived at the beginning of the 20th century by H. Perkhurst in the US city of Dalton. The age classes are replaced by the subject classes, and the students are studied independently, guided by the teacher. The classrooms are replaced by a discipline laboratory.

3. The Winnetka system was initiated by C. Washburne in the early twentieth century. The age classes are replaced by the subject classes, and the student is available in one class in each class, depending on the sale of skills, under conditions of difference between our classes are over two years.

4. The Mannheim system was conceived by the German pedagogue J. Sicklinger, in the city of Mannheim, at the beginning of the twentieth century. This system promotes the distribution of students of the same age according to the criteria for intellectual reinforcement, in parallel, relatively homogeneous class: class with gifted students, class with middle school students and recovery class for weak students.

5. The Decroly system or potential for the centers of interest and initiated by the Belgian educator O. Decroly at the beginning of the 20th century. The learning disciplines are replaced by the "center of interest", the care of answering the fundamental human needs (food, the fight for defense, the need for action, etc.).

6. The Freinet system was initiated by the French educator Célestin Freinet at the beginning of the 20th century. This system consisted in the introduction to the school of printings, in which the students printed their materials and textbooks used in the learning activity.

7. The Dottrens system was designed by the Swiss educator R. Dottrens at the beginning of the twentieth century. Individualized education was promoted, based on activity sheets (recovery, development, exercise, self-training, etc.).

8. The project method was developed by W. Kilpatrick, at the beginning of the 20th century in the USA. The students received for solving issues in the form of projects, based on the students' interests. Emphasis was placed on the independent activity, the role of the teacher being a guide.

9. The system of group work was initiated by the French pedagogue R. Cousinet in the twentieth century and proposed the activity of freely constituted teams, according to the students' preferences. The emphasis was on the formation of cooperation skills.

10. The organization of group activities can also be found in the Jena system designed by P. Petersen, in the twentieth century, in schools in Germany. The groups consisted of students of different ages, for whom interdisciplinary programs were developed.

These forms of organization have been subject to criticism. Few of them have been long-lasting, but some have inspired the process of modernizing and perfecting education in classes and lessons, a formula that is still valid today.

The forms of organization of the educational process can be classified as follows:

A. After the weight of the activity carried out we distinguish:

1. Frontal activities (in which the frontal activity predominates). These activities can be: lessons, university courses, seminars, activities in laboratories and cabinets, activities in the gymnasium, visits and teaching trips, viewing and analysis of performances.

2. Group activities (in which the group action predominates): circles made on study or interdisciplinary disciplines, consultations for the purpose of recovery, stimulation, development, visits in small groups (micro-groups), meetings with specialists, scientists and culture, debates , contests, sessions of scientific communications, publishing of school magazines, etc.

3. Individual activities (in which the individual action predominates): independent activities, individual study, study in the library, carrying out the themes, carrying out experimental works, elaborating projects, reports and other written works, solving problem situations, reading further, elaborating of teaching materials, preparing and supporting scientific communications, preparing for exams.

B. Depending on the category of teaching methods used:

1. Activities based on communication methods: courses, seminars, lectures, debates, consultations, circles on study disciplines.

2. Activities based on research methods: activities in the cabinets, study in the library, internet browsing, visits and teaching trips.

3. Activities based on experimental methods: activities in laboratories, carrying out practical-applicative or experimental works, elaboration of projects.

4. Activities based on application methods: activities in school workshops or on the school lot, activities in the gymnasium and others.

C. After the place of use:

1. Activities are organized in the school environment (either in the classroom or outside the classroom, under the guidance of the school teaching staff, apart from the small hours, for a better preparation during the lessons): lessons (permanent or optional), activities in offices or laboratories, independent activities, individual study, study disciplines circles, consultations, observations in kind, homework assignments, meetings with personalities in the field of science, techniques or cultures, communication sessions, competitions to be held and so on

2. Activities organize in the extracurricular environment or related activities (organize the teaching staff of schools or institutions outside schools, in an institutionalized framework): activities in technical or cultural circles, scientific manifestations in libraries, culture case, radio and TV shows, viewing of exhibitions, shows, visits, trips, etc.

Diversity of students' aptitudes and interests, the multitude of information channels, as well as new acquisitions on the field of sciences, techniques or cultures, and conditions the establishment and implementation of a complementary form of organization of the lesson, as follows:

1. Activation outside the classroom, the care is carried out under the guidance of the teachers outside the hours to be able to make timetable, in order to deepen and widen the preparation acquired during the works.

2. Extracurricular activities, care can be designed by teachers of the school, but also by different institutions outside the school, such as library cards, cultural center, organizations, in order to complete a school and a class dinner outside.

Extracurricular activities are complementary activities for learning activities carried out in the classroom, observance of widening and deepening information, cultivating interest

for all branches of science, attracting the individual in social function, using free time in a way and enjoying and using, contributing to personal personal form.

In this sense, the school must be open, to extend this kind of care of the clothing of the most varied form. As far as activities are concerned, the use of different information about information is high, they can self-discipline in front, they must be able to influence them, prepare them for life. For this purpose, there are certain special activities, involving students in activities, which may be more varied and richer in content, interest in cultivating socio-cultural activities, offering support for school success as a whole.

Thus, he visits music, monuments and historical sites, memorial cases and offers students an opportunity to observe objects and phenomena in their natural repository, original works of art, moments related to the local, national historical past, which can facilitate a form of representation of information about them. Marsh (1992) observed that participating in extracurricular activities during high school is statistically significantly correlated (the coefficient is relatively low) with aspects of later life studied: social and academic identity, educational aspirations, selection of courses, writing of subjects, decreasing absenteeism (high school students' fees), academic aspirations and participation in subsequent university courses (thus academics can be established who can benefit from how many times there are more).

A similar connection is involved in extracurricular activities during high school and aspiring to a higher education case identified also by McGaha and Fitzpatrick (2010). Everson and Millsap (2005) use structural equations in care, including assessments during studies, socio-demographic data and final assessments of students' work to identify the effects of participation in extracurricular activities on school performance.

Although the results show that participation generally improves final school performance (SAT), the effect is much more visible in the case of minorities and socio-economically disadvantaged people (the effect being lower in the case of Caucasian students with high material possibilities). Fung and Wong (1991) conclude that involvement in extracurricular activities is positively correlated with academic performance, personality and acceptance by colleagues, thus underlining both the academic and social benefits of participating in them. Collins (2010) points out that extracurricular activities cannot compensate for the lack of academic performance, especially when these activities are not correlated with the specificity of the studies followed.

Thus, involvement in extracurricular activities should also take into account the specificity of the study program, both from the perspective of academic performance and from the perspective of employability. Roulin and Bangerter (2013) note that in the age of mass education students are aware that the diploma no longer guarantees access to a job; In this context, students turn their attention to extracurricular activities to add value to their studies and gain a competitive advantage in relation to the other graduates. Chia (2005) analyzed how academic performance, participation in extracurricular activities and emotional intelligence influence employability (more precisely the interview stage).

The student scientific circle represents a group of people connected to each other through concerns, beliefs, common ideas, usually with a scientific, artistic or educational-educational purpose. The circles on educational objects represent a form of extradidactic activity and include students of the same age or of near age, who have inclinations, interests for certain fields: science, technique, foreign languages, etc.

The activity in circles is carried out under the guidance of a specialized teacher, and the theme of the circle is established by consulting the students, according to their interests and inclinations. The activity in circles allows to stimulate the intellectual, aptitudinal potential of the students, as well as to widen the information horizon. students who have a good knowledge of these foreign languages can be stimulated by the topic proposed in the circles, thus being able to maintain or even improve their level of knowledge of the foreign language. Student circle meetings can become the arena of free, sometimes controversial, discussions on the subject matter taught. Students can ask questions, give their own opinions, make additions. They have the privilege to show what they read outside the manual, what they have heard or seen on radio, television or public conferences, they can get used to the logical argumentation and the correct interpretation of the facts.

The activity of the circle is based on an appropriate theme, established in time, to be characterized by the variety and richness of the subjects, corresponding to the students' desire and level of knowledge and focusing on fundamental problems.

The topic should respond to the interests and concerns of the members, and in order not to overload the students and not to ruin their preparation time in the other education disciplines, the teacher schedules the circle sessions, ensures the operability and the high quality of the activities that train the thinking and raise awareness. students.

The members of the circle can be organized in two cycles: an initiation group in the activity of the circle, comprising students from the first years of study, and the second group carrying out a research activity and elaborating scientific works, including students from the final years. Student circles are sources of stimulation of creative capacity, a means of initiating students in research work. The purpose of organizing the scientific circles of the students is to train in extracurricular activities the students who prove a special concern for the study of a discipline or for scientific research. Extracurricular activities organized by student representatives and student organizations bring color to the student life and contribute to personal development. The impact of conferences, fairs or summer schools is a significant one, besides the professional training students are prepared for life.

3. CONCLUSIONS

Participation in extracurricular activities is generally regarded as beneficial (Shannon, 2006). Active and continuous participation in extracurricular academic activities is correlated with subsequent academic performances (attendance at courses and obtaining advanced study diplomas).

The study highlighted the following:

(a) academic performance and participation in extracurricular activities are important in the first case. interview (the number of those called for preliminary interviews depends on these two elements);

(b) the initial interview and emotional intelligence are important to obtain the second interview;

(c) the positions are offered to the candidates according to their emotional intelligence and how they behave during the interviews.

In other words, academic performance and participation in extracurricular activities may attract the attention of employers / evaluators on a particular candidate (thus contributing to his / her employability), but during the recruitment process, emotional intelligence and how they handle interviews become more important. According to the research conducted by Nemanick and Clark, the number of extracurricular activities, holding a leadership position and the relevance of the activity (for the position concerned) influence how the CVs of the

applicants are evaluated. The field of studies, the participation in extracurricular activities and the level of studies are correlated with the subsequent managerial performance.

The development of the instructional-educational process consists of combining school activities with extracurricular activities that have numerous training valences, allowing the creativity of the whole group of students to be manifested, of creative relationships, so that the teacher can assert his innovative spirit, while at the same time teaching creativity, while attracting students.

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