



## THE VALUE OF OPEN MASS COMPETITIONS IN THE PROCESS OF DIGITALIZATION OF EXTRACURRICULAR ACTIVITIES OF SCHOOLCHILDREN

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### Abstract

An open mass competition is one of the forms of organizing extracurricular activities of schoolchildren in computer science in the context of digitalization of education. The article describes the concept and classification of open mass competitions.

**Keywords:** extracurricular activities of schoolchildren, digitalization, open mass competitions.

### Introduction

The transformation of the modern education system is associated primarily with digitalization. Under the digitalization of education, we mean the construction of an educational process at all levels of education in the context of the digitalization of society, that is, based on the effective use of information and communication technologies (ICT) as a means of learning and an object of study.

Extracurricular activities of schoolchildren is the organization of schoolchildren's educational activities based on the variable component of the basic educational (educational) plan, organized by the participants in the educational process, different from the lesson system of education [1]. Under the digitalization of extracurricular activities of schoolchildren, we mean the transformation of the system of extracurricular activities of schoolchildren based on the use of information and communication technologies to optimize and increase its effectiveness.

The main tasks of organizing extracurricular activities of schoolchildren in the context of digitalization of education are:

- Organization of extracurricular activities of children using methods based on the use of information and communication technologies;
- Creation of communicative interaction between the subjects of the educational process with the help of information technologies;
- Creation and development of information resources of the school (information and educational environment);
- Use of modern information and communication technologies in educational work.





Among the forms of organization of extracurricular activities of schoolchildren, we single out open mass competitions. We will understand an open mass competition in a general school as a form of extracurricular activities of students that is competitive in nature, the organizers and participants are spatially and temporally distant from each other, and the interaction is carried out through information, communication and mobile technologies. The competition can be in the form of Olympiads and creative competition, etc.

### **Materials and Methods**

The generalization of models of open mass competitions built by teachers and a comparative analysis of the normative documentation of open mass competitions made it possible to identify several groups of criteria for classifying open mass competitions.

The first group of criteria affects the temporal characteristics of competitions, such as duration, frequency and number of rounds.

Some competitions are held during one lesson, and some, which provide for the implementation of the project, during the academic quarter. The following time intervals are most common: within 3–4 hours, i.e., the time actually allotted for passing the unified state exam. Often participants perform competitive tasks at home, including with their parents, which is not prohibited by the provisions of some competitions; in this case, students actually work on assignments for the same 3-4 hours, but formally the time increases to one day. If independent areas are singled out during the competition, for example, computer graphics, programming, office technologies, etc., then from an organizational point of view, weekly terms turn out to be effective, and the so-called “informatics week” is held at the school. For some cases, when works completed earlier and meeting the requirements of the competition are accepted, it is impossible to determine the exact time of work on the task, although this can be done approximately by the dates of the announcement of the competition and the deadline for accepting works.

Open mass competitions usually take place in one round, but in some cases two rounds are used: in the first round, all participants receive the same tasks, and in the second - individual ones. There are also competitions in which there are more than two rounds, for example, the “find your answer on the www” competition is held in four rounds, one of which is trial, and three are credits.

Conducting a competition in several rounds allows students to get used to the organizational features, assessment procedure, etc., so that they cease to influence the





result significantly, the effect of chance is reduced, and students can fully concentrate on solving tasks.

Each competition may have a different frequency. We single out one-time competitions dedicated to some important date or event, and annual ones, which have been held for several years or even decades, have their own traditions, symbols, etc.

The second group of criteria concerns the mass nature of the competition. The main indicator here is the number of participants. If the competition covers the number of students within the average number of one class (about 25 people), then this is a zero level, within the average number of one parallel (about 100 people) - a low level, within the average number of one school (about 1000 people) - an average level level, and, finally, if the number of participants is higher than the average number of one school - high level. Note that one large school can also provide a high level, provided that all students participate in the competition, and there is no limit on the number of participants from one educational institution in the regulation on the competition. Competitive tasks can be designed for a certain class or group of students, in this regard, it is advisable to single out the target audience covered by the competition. Two approaches are possible here. In the first case, the division goes in steps: elementary school, basic school, secondary school, and in the second case, according to profiles: information technology, physics and mathematics, economics, humanitarian, etc.

The geography of the competition, of course, affects the mass character. The competition can be held within the same district, respectively, only students from schools in this district will be involved in it.

We also include the form of participation in the competition to the group of mass character criteria: individual or team. If, according to the regulations on the competition, an educational institution must form a team, this usually leads to a decrease in the number of participants.

The third group of criteria included those that describe the form and content of the tasks of the competition. In mass open competitions, communication between participants and the jury is asynchronous, so issues with the design of works and the presentation of results can significantly affect the final grade. In the provisions of various competitions, we find two fundamentally different interpretations of the presentation of results: a standardized form and an arbitrary form. In a standardized form, there is always a strict template or form for specifying the correct answers, output data, often it is created by special software, for example, the Beaver contest or the KIO contest. An arbitrary form implies the existence of only general requirements for the design and sending of works that do not affect the content; it is typical for





creative tasks, for example, computer graphics contests, websites, etc. You can also distinguish a conditionally arbitrary form that occurs if, in addition to general requirements for the design of works, thematic nominations are also set. So, in the competition of computer graphics, nominations can be introduced: "Small Motherland", "Environmental", "Navruz ", etc.

An important role in this group of criteria is played by the type of answers to tasks offered to participants. In the case of the standardized form, students most often work with tests, and the result will simply be a list of answer choice numbers chosen by the student. But depending on the subject of the competition, the answers can be: drawing (in the competition of computer graphics and animation), computer program (in Olympiads and programming tournaments), website (in home page competitions), presentation (in the competition on office technologies), spreadsheet (in a modeling competition), research project, etc.

The content of the tasks and the topics of the tours can be either related to one section of the discipline or several, or belong to different disciplines. In the case of a competition in several rounds, a situation is common when the first round contains theoretical questions, for example, in theoretical computer science, and the second round contains practical tasks in programming.

The fourth group includes criteria for evaluating competitive works and identifying winners. In creative competitions, the assessment of works is carried out by the expert method, when the qualitative characteristics are translated by the expert into points, which are then averaged over all experts, thus forming a rating table. In cases where each characteristic of the competitive entry can be easily assessed, for example, the number of tests that If the computer program has passed, or the proximity to the optimal solution in modeling and optimization problems, they move on to automating the verification of work. Serious steps in the field of automating the evaluation of competitive works have been made in programming olympiads and tournaments. It is worth mentioning another system for evaluating works, which is based on the voting of the Internet community. It is common in computer drawing contests and in web page contests. This approach assumes that contest entries or links to these entries are posted on the site with the possibility of voting. Some social services, for example, the Kalyamalya resource , are specifically focused on this kind of service. Then the works are evaluated either by site visitors or by the participants of the contest (their own work is not evaluated). There are also different options for combining the marks obtained as a result of voting and the marks given by the jury of the competition.

Whichever of the approaches to evaluating the works of the contest participants is chosen, as a result, the jury of the contest receives a rating table and the question





arises of determining the winners. The following options are available here. The number of winners is fixed in the very regulation of the competition and is rigidly set by the number of prizes: one first place, two second places, three third places - in total we get six winners. In another version, a score is fixed, which ensures victory in the competition. In the third option, the winners are determined as a percentage of the total number of participants.

The fifth group contains the criteria that determine the information and communication technologies used in the organization of the competition. Various information and communication technologies can be used at the stage of sending out information letters, registering participants, sending tasks, making decisions for participants, evaluating work, etc. To date, the following technologies have become widespread. Wiki technology attracts with the convenience of creating content, the presence of a registration procedure, and the ability to download answer files. Using the distance learning system Moodle allows you to offer contest participants tasks in a test form, automatically check them, conduct a competition in several rounds, carry out peer review, combine the results of several rounds, build rating tables. An important factor is the free distribution of LMS Moodle. Attracting a large number of participants and increasing coverage helps social networks achieve. Campus and Open Class social networks have special sections and communities dedicated to holding open mass competitions. Annually held competitions, as a rule, acquire their own portal, where tasks of previous years, information letters and regulations, methodological recommendations are posted, it is possible to see the correct answers, register and leave an application for participation, and discuss emerging issues on the forum. District-level competitions often use a static site, simply posting materials on the site of one of the schools, which in this case is the base school. In some cases, the competition organizers develop specialized software. Participants must download and install the appropriate program on their computer and use this program to complete the tasks, as happens in the "Beaver" and "KIO" competitions.

Only one criterion is placed in the sixth group - this determines the principle of the formation of the prize fund. Each of the participants hopes to win and receive a prize, even if it was not possible to win, you always want to have a document (certificate or certificate) confirming the fact of participation and reflecting the results achieved. In order to provide students with prizes, diplomas, certificates, to give thanks to active teachers who acted as the school coordinator of the competition locally, any organizing committee needs to form a prize fund. In one case, it is formed at the expense of the regional budget allocated to education, in particular, to finance the system of additional education, or grant support received from charitable





foundations. In another case, the prize fund is formed at the expense of organizational fees, which are paid by the contestants themselves.

The last seventh group included pedagogical criteria. They define the role of a teacher, who, on the one hand, can act as a coach-consultant, provide scientific guidance, be a leader-mentor of a team, on the other hand, a teacher can limit himself to an organizational and technical function, provide only registration and the formation of a list of applications for participation, help with sending solutions, to monitor the independence of the performance of tasks, provide students with computer equipment and provide access to the Internet. Each of the competitions performs several pedagogical functions. If preparation for the competition is envisaged and there is a trial round, then the training function is enhanced. The presence of creative and research tasks contributes to the fulfillment of the developing function. If the theme of the contest is devoted to the rules of behavior in society, patriotism (for example, in the contest "Find your answer on the www" it was proposed to answer questions on network etiquette), the educational function is successfully implemented. If the tasks of the competition are formulated in the form of tests and fully reflect the curriculum, then teachers often give students grades in their subject based on the results of the competition, thereby performing a controlling function.

## Conclusion

To conclude, the open mass competition "Infoknow" is being held by a public organization of additional professional education in order to enhance the cognitive interest of students of educational institutions in the field of ICT since 2020. The competition has been held for fifteen years and includes five levels: preparatory (grades 1-2 and 3-4); main (5-7 and -8-9 grades); general education (grades 10–11). ICT teachers (basic and general education levels) and primary school teachers (preparatory level) take on the organization of the competition at school and the analysis of tasks as well.

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