

PEDAGOGICAL CONDITIONS FOR USING CLOUD-BASED ENVIRONMENTS IN ORGANIZING STUDENTS' EXTRACURRICULAR EDUCATIONAL ACTIVITIES IN GEOGRAPHY

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Abstract. This article presents the pedagogical conditions for using cloud-based environments in organizing students' extracurricular educational activities in geography, along with their potential benefits.

Keywords: digital education, pedagogical condition, cloud environment, pedagogical tool, motivation, competence.

The reforms being implemented in the educational and upbringing process of general secondary schools call for the wide introduction of modern digital educational technologies into the educational process [1]. In this regard, cloud-based educational environments hosted on the global network serve as an important pedagogical tool. The advantage of cloud-based educational environments is that they make it possible to effectively provide students with methodological resources for their extracurricular educational activities [2, 3]. Therefore, using cloud-based educational environments to organize general secondary school students' extracurricular educational activities in various subjects, including geography, is considered expedient.

In increasing the effectiveness of teaching geography, the use of cloud-based educational environments serves as an important pedagogical tool for developing students' independent learning, collaborative work, and digital technology competencies. Cloud-based educational environments provide students with the opportunity to use educational materials, digital maps, geographic data, multimedia tools, and electronic assignments at any time and from any place.

It should be noted that the effective use of cloud-based educational environments depends not only on technical capabilities but also on the presence of pedagogical conditions that ensure their proper and effective integration into the educational and upbringing process. These pedagogical conditions are essential for increasing the effectiveness of the educational and upbringing process, including in geography education. Therefore, organizing students' extracurricular educational activities in geography requires clarifying, and, where necessary, improving, the pedagogical conditions for using cloud-based educational environments. For this reason, within the scope of the research, the pedagogical conditions for using cloud-based environments in organizing students' extracurricular educational activities in geography were identified as follows:

1. Creating a personalized learning environment. The main goal of this pedagogical condition is to ensure each student's personal development in extracurricular educational activities in geography by taking into account their individual abilities, needs, interests, and level of mastery of the subject.

2. Organizing students' independent learning activities. This pedagogical condition consists of effectively organizing independent learning activities in geography and increasing students' interest in the subject.

3. Organizing collaborative learning. This pedagogical condition envisages ensuring that students achieve their learning goals by carrying out online activities together in small groups or as a team within cloud-based educational environments, exchanging ideas, knowledge, and experience with one another.

4. Creating instructional-methodological support. This pedagogical condition envisages creating instructional-methodological support for students' extracurricular educational activities in geography through cloud-based environments and using it effectively.

5. Organizing an assessment and monitoring system. This pedagogical condition envisages conducting online assessment and monitoring of students' extracurricular educational activities in geography.

In conclusion, in organizing general secondary school students' extracurricular educational activities in geography through cloud-based educational environments, both the existing pedagogical conditions and the pedagogical conditions proposed within the scope of this research should be followed. In doing so, meaningful extracurricular educational activities are achieved by increasing students' motivation toward the subject of geography.

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