

EXTRA CURRICULAR ACTIVITIES OF STUDENTS OF PRIMARY SCHOOL AGE

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Abstract

The article discusses the methods used for teaching primary school pupils to use and learn from textbooks in their native language.

Keywords: extracurricular reading, education, native language, grammar, syntax, phonetics, morphemics, education, phrase, word, sentence.

Introduction

President Mirziyoyev said, "If we build our work in the fields of education, enlightenment and spirituality on the basis of a clear system and do not achieve their results, we will not be able to build our future for tomorrow, we will not be able to achieve our goals." In light of this, we decided to look into the issue of education.

To stimulate students' interest in literature, we must instruct each child uniquely while taking into consideration their unique hobbies. Children's interest in books is mostly fostered through reading, which is the primary method of raising their culture. In this instance, the study hours are put to beneficial use. Students' worldviews will be broadened through independent reading of popular and literary texts.

Materials and Discussions

The major objectives of extracurricular activities are to teach students how to express their opinions on the books they read, foster their interest in reading literary works, and to provide them with a basic introduction to the lives and works of well-known children's authors. Extracurricular activities have a crucial role in helping children learn to love good, detest evil, communicate effectively, and to develop their literary-aesthetic thinking.

The development of independent abilities is one of the main goals of extracurricular activities. To achieve this it is beneficial to set up tasks for individual work, employ various exercise formats, teach the best fragments, ideas, and collected thoughts about the writer, as well as activities like "saying tongue twisters," "finding riddles," and "impressive reading." Additionally, contests like "story telling competition," "inventing a fairy tale," and "knowledge field" can be organized, and questions on various subjects can be asked using a game-like approach. Writing brief reports based on the works, planning a "Book Week," and leading discussions about the works read will all provide positive outcomes.

There is a connection between classroom reading and the improvement of reading outside of the classroom. Reading in the classroom helps students comprehend the material they read, expands their vocabulary, and forms the habit of reading outside of the school. Reading to children outside of the school is a fun and intriguing activity that broadens their knowledge and



gives them items to classify. Pupils currently face challenges due to the absence of textbook publications that are required for elementary school pupils to read outside of the classroom.

It is true that evidence of lessons serving as a source of guidance and knowledge is not required. The teacher's independent service diminishes all lessons, which is the cause. When reading the textbook text, paying attention to its questions, writing explanations and exercises, repeating the text's content, shortening and altering the characters, and writing letters to literary heroes, a primary school reader is more creative than an average reader and will advance to the level of a creative reader.

There are various methods used to acquire information and skills in students at the program requirements level. The fundamental issue in all of them is textbook-student-teacher collaboration. The textbook is written with the most recent advancements in science and technology, but if students do not learn the textbook and science methods, or if the textbook's accomplishments are not applied from a pedagogical perspective, the intended outcome will not be achieved. Moreover, the age of the students and the point of view, when presented in an organized and engaging manner, do not contribute to the success of teacher-student cooperation.

One of the primary types of independent work in extracurricular activities are educational assignments. Due to their focus on the practical application of knowledge that has been independently acquired and mastered, educational tasks have a place in the educational system. Good outcomes can only be obtained in any work when the student's background, interests, and knowledge of the subject matter are taken into consideration. The services provided by students on educational projects differ from those provided in class because they rely more on their own knowledge and experience than on the assistance of the teacher and other students in finishing the task. In this instance, the development of the student's capacity for self-improvement and independent thought is more significant than the existence or lack of outside influences. Due to their requirement for independent analysis, reasoning, generalization, and conclusion, questions and assignments play a significant role in the educational system.

In order to create a positive impression of the reading text, it is beneficial to retell it using a marked plan based on the content. When planning, a reader who mentally goes over the text's content again will have no trouble paraphrasing it in his own words. Creating a strategy is one of the most crucial requirements for becoming an expert in the field. One of the students is closely related to the farmer since they are unable to create a plan if they have not read the material in its entirety. The relationship between the mother tongue and the subjects in the text content, as expressed in their own words, might be advantageous to the proficient reader;

Studying materials read outside of the classroom is allotted once a week for general education classes I–II and once a week for classes II–IV. It necessitates the efficient use of a variety of instructional strategies in compliance with state educational standards. There is a lot of opportunity here for reading outside the classroom. Learning outside of the classroom is arranged in relation to classroom instruction. Reading outside of the classroom develops language proficiency, builds necessary abilities, and teaches readers to comprehend the text's content. A child's cognitive development is enhanced by reading outside of the school, which is a joyful and engaging activity. Book familiarization involves a lot of usage of appropriate



and efficient teaching strategies by primary school teachers with students who have recently learned to read.

Preliminary concepts on reading information are imparted with the help of book introductions during the preparatory stages of primary classes. At the main stage, students independently select books that meet their needs based on their experiences and the teacher's assignment; at the conclusion, an independent reading service is formed. A student who has completed elementary school will have enough time to read short passages from their works and get familiar with the names of at least 10 to 15 writers in order to accomplish it at this time.

In grades 1-2, 3-5, and 4, reading classes start and continue after the conclusion of the literacy session. The primary goal of educational classes' main lessons is to help kids develop and increase their ability to conduct rapid, accurate, and thoughtful scientific experiments. Children read rhymes, songs, fables, fairy tales, as well as popular and scientific articles from the book "Reading " during reading classes. They utilize text for their work. The book also makes it easier to work with different knowledge sources. They discover the plot of the work and get to know the heroes and characters in fiction. Simultaneously, the initial notions regarding the work's language emerge, including simile, criticism, exaggeration, and revival. These help kids think more clearly and develop their imaginations.

Lesson tasks related to reading in class:

1. Students with good reading skills generate accurate, quick, deliberate, creative scientific experiences.
2. Teaching kids how to use books and igniting their love for them.
3. Increasing pupils' understanding of confession to instill in kids a work ethic, morality, and hard work education.
4. Students' speaking and thinking skills are developing.
6. To become proficient in thinking about fiction's descriptive components and to acquire information about critical, animating, etc.

There are two categories of reading: reading inside and reading aloud. Reading the book aloud helps to identify any error that was made when reading it. While reading inside , it is possible to pay attention to the vocabulary, create an image corresponding to the content of the text, find answers to questions, and make plans. The ability to read is crucial for human survival. One gains knowledge about society by reading. A blind person is an example of someone who cannot read. Reading is a part of every subject in elementary school. But the main methods of learning to read are developed by the reading method.

Individual methodology, experience in spiritual matters, and topics pertaining to the overall development of young students serve as the foundation for reading methodology. For instance, reading instruction in older schools relied just on memory, whereas in contemporary schools, explanatory reading is used to teach reading skills. Consciously reading is generally ignored in memorization techniques such as comprehending textual terms, comprehending content, and simply repeating what was read. Both creative reading and proper pronunciation are given a lot of attention in them. Studies using the explanatory technique are carried out in schools nowadays.

Students will learn about the natural world, society, people's lives, the past, present, and notable individuals, as well as the nation's upbringing, the weather, the state of riches, and the world



of animals, in reading courses. As a result of comparison, an attitude develops during the educational process. The personality of the learner is brought up through schooling. Regarding this, V. A. Sukhomlinsky stated: "Children should learn self-knowledge of the world along with little by little their responsibility for the material and spiritual wealth created by great generations." Teach the child right from wrong. Teaching is a must. Being kind inspires happiness, pleasure, and a desire to achieve spiritual beauty. Anger at evil is a good thing, since it fuels the spiritual fire that drives the pursuit of justice and truth".

Conclusion

To sum up, when we teach reading to primary school-aged children, we often contribute greatly to their cognitive, speaking, listening, and language-rich growth. We thus advise primary school pupils to read any book that contains a proverb, tongue twister, song, or fairy tale outside of the classroom.

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