

ORGANIZATION OF EXTRACURRICULAR CLASSES IN PRIMARY SCHOOLS

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Brief annotation of the article:

In the article, we informed that extracurricular reading strengthens and enriches children's knowledge and skills acquired in the classroom and constantly stimulates children's interest in reading fiction, as well as one of the important aspects of extracurricular reading is that it improves students' independent work skills.

In conclusion, through this article we found it appropriate to provide primary school teachers with theoretical and practical-methodological information on the organization and formation of extracurricular reading lessons in primary education.

On January 12, 2017, President Shavkat Mirziyoyev signed a decree "On the commission establishment for the printing and distribution system development of book products, the reading culture promotion." The decree paid special attention to improving the children's literature quality. In particular, emphasis was placed on the classic and modern works selection of Uzbek and foreign writers recommended for extracurricular activities in educational institutions, the revision of the anthologies list and an essay system introduction based on the works read in the educational process.

For every student who steps into school, first recognizing the letters, then tying the words and reading them aloud is like opening a window to a mysterious world for him. This is where the reader's dialogue with the book begins.

For a book to be interesting to the reader, he must learn to communicate with the book in the book language. If the reader is not accustomed to it, no book will open its heart to him. Therefore, the skills and competencies formation related to fast, accurate, comprehensible and expressive reading of the text in primary school students requires the teacher to organize not only the main lessons, but also extracurricular activities on the basis of a certain system. The personal example of the teacher plays a leading role in shaping the reading culture in students. The pleasant voice and kindness of the teacher always attracts the attention of the student, increases his devotion to reading, his love. It is very important to teach students to read books from childhood. Because reading books increases their knowledge, life experiences, worldviews and behaviors. It is no secret that the book has taken a leading role in the lives and social activities of celebrities.

Folk tales play an important role in further developing the thinking skills of primary school students and their love for fiction. Therefore, in determining the extracurricular reading content, it is necessary to pay special attention to folklore examples, first of all, fairy tales.

The content and idea of folk tales are unique, they reflect the most delicate feelings of people, the struggle and aspiration for truth for a long time. Extracurricular reading strengthens and enriches children's

knowledge acquired in the classroom, stimulates children's interest in reading art works in harmony with the youth enthusiasm, improves the independent work skills on the book.

In general, extracurricular reading lessons not only enrich students' understanding of independent reading, but also deepen their knowledge, skills and competencies in the reading culture on the basis of a rigid system. Many years of experience have shown that the simpler, more understandable the extracurricular activities language, the more emotional and hard-hearted they are, and the more valuable the educational value of such lessons is when they are chosen with their age in mind. Consequently, art works that are voluntarily loved and read by students have a unique impact on their minds, feelings, and will. Therefore, the selection and recommendation of books by class can be considered as one of the important issues facing the methodology of reading outside the classroom.

It is well known that cultivating students' love for books begins from the earliest days when they began to view books as a source of knowledge. From the same time, even with a teacher help, children develop an attitude towards the book. In order to achieve this, extracurricular reading classes have a great responsibility.

The new direction acquisition in the national education methodology has determined that the main criterion in the selection of books and their recommendation to students is the work theme, not the ideas promotion, but the art level.

At the current reforms stage in the public education field, special attention is paid to the primary school, which is an important part of it. This education stage is a decisive factor in the student's worldview, taste, ability formation.

In addition to equipping the student with reading skills, the school nurtures an active reader who can read a book independently, understand it, choose books on a particular topic, and also read newspapers and magazines independently. In this regard, extracurricular reading (ER) serves as the main education tool, increasing the desire to learn more.

Extracurricular reading in primary education is one of the most important means of teaching students to read children's literature, introducing them to all genres types that fall within the scope of teaching children, forming in them the skills to arouse interest in reading.

No matter how important the lessons in the school, classrooms, practical classes are in their effectiveness and relevance to life, it can not fulfill the full educational work function in bringing the younger generation to a fully developed level, perfect human being.

The students' spiritual culture formation in secondary schools depends on the students' extracurricular activities organization, as well as the main link of the educational system. In this regard, the content, form and methods effectiveness of extracurricular learning in the extracurricular learning process, through the rich cultural heritage of our people, in shaping the spiritual culture of students, depends on defining its characteristics.

Extracurricular reading is linked to reading lessons. According to the extracurricular reading content, each education stage is divided into two main sections:

In the first stage, students are instructed on the reading scope, i.e. the books to be taught and in what order to read them.

In the second stage, knowledge, skills and competencies are formed on the basis of these training materials. Students acquire knowledge about books and their authors through direct practical activities, i.e., working on the book. Under the teacher guidance, students first read several books on the topic, and then the children get acquainted with the works of writers, and then move on to independently select books on the same topic by different authors that suit the children's interests and psyche.

One of the main goals of extracurricular reading is to encourage students to read independently, to get acquainted with the best books for children and their authors, to enrich and deepen the knowledge acquired in the classroom, to teach ways to work with books, to increase interest and activity.

Although independent reading has been practiced in the education system since ancient times, since 1959 it has been officially taught as a special subject in the extracurricular reading form. Naturally, the problems associated with the extracurricular learning content and organization have long been of interest to methodist scholars and practical teachers.

Linguodidactic, pedagogical and psychological features of extracurricular education in primary school are also mentioned in the textbook K. Kasimova "Methods of teaching the mother tongue in primary school" and S. Matchonov's doctoral dissertation "Organization of independent work in the system of continuing education." However, the extracurricular learning content in primary grades based on reform requirements and an integrated system of its organization have not yet been developed.

Formation of students' skills and abilities for independent reading, reading culture in the four-year primary education system, enrichment, educational methods systematization related to the logical thinking development on the example of experimental work, stage-by-stage organization of extracurricular learning content preparation stage, primary stage, basic stage as well as the lesson plans, methodological recommendations development aimed at proving such training effectiveness are the tasks ahead of industry professionals.

The Eastern thinkers views on education, in particular, reading books, the spiritual maturity of the individual, as well as the decrees issued by the President on the education system serve as the basis for such work.

Research on these issues allows us to make the following scientific recommendations:

1. A study of the current state of extracurricular learning in the primary grades will help identify strengths and weaknesses in this regard.
2. It is possible to fully meet the State Education Standard requirements only through the systematic organization of extracurricular reading lessons on a scientific basis.
3. Conducting extracurricular reading lessons according to a strict plan can be a necessary condition for teaching students to read independently, to form in them a reading culture.
4. The extracurricular reading lessons organization in the spirit of free communication makes it an important part of the education system to develop students' written and oral speech, enhance literary and aesthetic thinking, enrich vocabulary.
5. Regular communication with libraries can be an important factor in shaping the students' reading culture.

Scientific-methodological bases of organizing extracurricular reading lessons in primary school in the form of book weeks, literary analysis, literary mornings, meetings with writers.

Text selection and recommendation for extracurricular reading lessons, the textual content re-narration of the work with the book in the process of extracurricular reading lessons, identification of artistic representation means, identify and recommend effective methods such as independent storytelling, annotated reading, selective reading, expressive reading, working on a dictionary, evaluating the protagonists character, studying works according to the characteristics of the genre, scientific and methodological evidence of the gradual development of reading culture in students, determining the skills and abilities level of students in independent reading, the students' artistic and aesthetic thinking formation through extracurricular activities, vocabulary and scientific and methodological bases enrichment of speech development play an important role in primary education methodology.

Therefore, in this article, we aim to study the extracurricular reading history in primary school and its current state, to determine the extracurricular reading lessons content, to systematize the guiding principles. The same topics are "Extracurricular reading lessons" (for primary school students), "My book is my sun" (for 1st grade), "My book is my sun" (for 2nd grade), "My book is my knowledge" (1- for the classes (in Kyrgyz), "Kitobiman - oftobi man" (for the 1st grade, in Tajik) as methodological manuals.

Extracurricular reading activities also play an important role in developing students' speech and shaping literary concepts. As a result of studying literary concepts, students learn that fiction is an art form, that it is related to life.

The book, which is the most perfect tool for the preservation and dissemination of human intellect and knowledge, promotes the all-round development of the individual as well as social development. The book is an incredible tool for understanding identity. Based on the society requirements, there is a need to comprehensively develop the younger generation, to train professionals who will have their say and voice in the world community. So, the social demand of the society for the libraries, which are the main spiritual and educational institutions, is growing day by day.

Children's writer Kh. Tukhtaboev says: "The child maturity is the society maturity, because mature individuals ultimately determine the development and maturity of society." We know that the culture, scientific, moral-philosophical, artistic-aesthetic development of mankind is reflected in the books that are its thinking product. After all, the book is one of the most miraculous discoveries of mankind, it is a unique tool that transmits one generation traditions to the next. The book occupies one of the most important places in human life with its importance as an educational tool.

One of the main tasks of the extracurricular reading organization is to involve students in the library resources use and to improve the regular reading skills, to promote the education task. "One of the main tasks of the school library is to develop students' skills of independent work with books."

Extracurricular reading teaches children ways to understand fiction and enjoy it aesthetically.

According to Safo Matchon: "Reading is not determined by the number of books read, but by reading comprehension, that is, purposeful reading."

The main task of extracurricular reading is to teach children independent practical activities, enrich their knowledge and improve their reading skills. Students will be given instructions on how to read the books they need to read in extracurricular activities. Book exhibitions are organized in conjunction with the

school library. In this process, it is important to be able to distinguish the book cover, title, pages, to know the author, names, artists, to determine what the works are about, the content on the basis of the picture.

In addition to equipping the student with reading skills, the school nurtures an active reader who can read a book independently, understand it, choose books on a particular topic, and also read newspapers and magazines independently. In this regard, extracurricular reading (ER) serves as the main tool of education, increasing the desire to learn more.

The goal of ER is to improve reading skills, to educate a conscious reader who can choose a book, who reads regularly, who can evaluate a book correctly.

The main task of extracurricular reading lessons is to arouse the student's interest in reading fiction books, to teach him to keep books diary he reads, to acquaint them with the life and work of famous children's writers.

The love of goodness, the hatred of evil in children, their connected speech development, literary and aesthetic thinking development are the essence of extracurricular reading lessons.

One of the important tasks of ER classes is **to develop independent reading skills**. To do this, give assignments for independent performance, use interesting exercises, teach the best essays, reviews, information about the author, it is necessary to organize competitions, such as the **"Quick say"**, **"Find puzzles"**, **"Expressive reading"**, **"Proverbs competition"**, **"Fairy tale weaving"** **"Conference of Scholars"**, to organize questions and answers on specific topics, to use games.

Extracurricular reading lessons focus on increasing student engagement, so their construction will be very diverse. Each lesson is the teacher and the student work; the more diversity and vitality is achieved in the lesson, the easier it will be to achieve the goal.

The extracurricular reading lessons characteristics are determined, firstly, by the ER system stages, secondly, by the learning tasks and program, thirdly, by the educational tasks set, and fourthly, by the students interests.

In the 1st Grade, a new text is read by the teacher in the preparatory phase, while in the elementary grades, students read a new small-volume text.

In the next stages, the work on the work analysis is expanded, students are taught to compare, generalize, summarize what they have read, to characterize the elements. Role-reading is used in this process. In the main stage, ER classes are held once a week in the 2nd grade, and once in 2 weeks in 3-4grades. Students are taught to read independently, they are introduced to the magazines "Guncha", "Gulkhan", the newspaper "Tong Yulduzi", that is, the children's press. At this stage, works of Uzbek, fraternal and foreign writers of different genres and themes are used. In one lesson, students read several works, share their thoughts about them, describe the characters, and draw a picture. In the process, evenings on the life and work of writers are organized. In this way, a reader who loves literature and is able to think independently is formed.

Extracurricular activities are conducted at all education stages with two main goals. First of all, students are instructed on the scope of reading, i.e. the books to be taught and in what order to read them. Then, knowledge, skills and abilities were formed on the basis of this training material.

Extracurricular reading lessons focus on increasing student engagement, so their construction will be very diverse. Each lesson is a student's creation with the teacher; the more diversity and vitality is achieved in

the lesson, the greater the success of the teacher in his class. However, extracurricular reading lessons are subject to certain requirements for the performance of the tasks assigned to them. We explain the following requirements below:

The following should be considered when choosing a book for reading in extracurricular reading lessons:

to choose a book with an educational purpose in mind, to teach children about the struggle of our people for national independence, the heroes who liberated the working people from the tyranny of the oppressors, homeland defense, friendship of peoples, heroic work of the Uzbek people in various fields books on moral issues in marriage, family, school, relationships with peers, love and protection of nature are recommended.

The books recommended for reading are diverse in genre and theme (prose and poetry, fiction and non-fiction, books about the present and the past, classics, works created by almost all representatives of children's literature, folklore - fairy tales, legends, anecdotes, children's magazines and newspapers).

The suitability principle for the children age and level was followed in the books selection.

In 1st grade: The book "My book is my sun"

In 2nd grade: Larger fairy tales, "Guncha" magazine - stories and poems.

In 3rd grade: interesting stories, fairy tales and anecdotes from adult life, newspaper materials.

In 4th grade: Samples of foreign literature, short stories for 11-year-olds, folk tales, hadiths.

Psychological characteristics of students must be taken into account in ensuring the conscious mastery of the work read in extracurricular reading lessons.

In extracurricular reading lessons, students do not repeat the knowledge acquired in the learning process, but are organized in new content, forms and methods, based on their interests, desires, aspirations, educational needs.

When choosing and recommending a book for extracurricular reading, special attention should be paid to the fact that it is related to the works that are read and studied during the main lessons. Improving students' reading techniques in extracurricular reading lessons requires work on the basis of interrelated areas, such as educational, developmental, pedagogical, economic, ideological and political.

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