



IMPROVING THE QUALITY AND EFFECTIVENESS OF EXTRACURRICULAR EDUCATION

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Abstract: *extracurricular education in primary grades is considered as an integral part of the preparation of younger schoolchildren for the assimilation of an additional lesson in the learning process, as the most important means of moral and aesthetic education in the educational process. The purpose of extracurricular reading is to introduce younger schoolchildren to various examples of children's literature and folk oral art, to restore the culture of reading in them and to find content in them.*

Key words: *extracurricular reading, younger age, literature, book, culture, student, elementary school, school.*

The school not only equips the reader with reading skills, but also educates an active reader who can independently read a book, understand it, select books on a specific topic, read newspapers and magazines independently. In this regard, extracurricular reading (srt') serves as the main tool of education, acquiring a craving for a lot [1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18].

The purpose of the Stu is to improve reading skills, to educate a conscious reader who knows how to choose books, read regularly, and correctly evaluate the book he has read.

Since 1959, special STO classes have been organized in schools. STO' lessons are held once a week in grades 1-2 and once every 2 weeks in grades 3-4. And in the process of learning to read and write, 17-20 minutes of the last alphabet lesson per week are given.

Extracurricular learning is closely related to the curriculum and closely helps in the implementation of the goals and objectives outlined in it. This requires educating readers in the culture of reading, turning them from an ordinary reader into a creative reader. When readers awaken a craving for a book, it is necessary to approach each child individually, take into account his personal interests. The formation of children's skills to work on a book is an important factor in educating their reading culture. At the same time, the hours allotted for study are used.

Fiction and popular science works serve to form and broaden the horizons of readers only if they are read independently and consistently.

Extracurricular reading serves to implement the task of learning to determine the approximate content of a work by the cover, title page, introduction, content and pictures of books by unfamiliar authors.

The main task of extracurricular reading classes is to awaken in the student a craving for reading fiction books, to teach him to walk through the books he has read every day, to introduce elementary to the life and work of famous writers of children's literature [19,20,21,22,223,24,25,26,27].

To educate children's love for good, hatred for evil, to educate their coherent speech, to elevate literary and aesthetic thinking -that's the essence of extracurricular reading classes.

One of the important tasks of the STO' classes is the education of independent reading skills. To do this, it is necessary to give tasks for self-fulfillment, use interesting types of exercises, teach the

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best essays, reviews, collected information about the writer, organize such review contests as "fast storytelling", "guessing riddles", "expressive reading", "competition for telling proverbs", "weaving fairy tales", "the congress of experts needs to organize questions and answers on certain topics, use types of work in a game style. A good effect is given by conducting conversations on the works read, organizing a "book week", the practice of writing small essays based on the works.

It is organized in close connection with the study in the classroom. Reading in the SRT class forms the reading skills necessary for him, teaches students to understand the work they read, enriches their vocabulary. SRT is an exciting and exciting activity that enriches the circle of knowledge of children, giving material for comparison. Reading in the classroom is a means of preparing for life, and extracurricular reading is life itself [28,29,30,31,32,33,34,35,36,37].

Currently, manuals for primary school students intended for extracurricular reading are also published, under the title "My book is an oftobim" (for grades 1-3).

The organization of extracurricular learning is the task of the teacher. At the same time, the student organizes it in stages. STO' classes form students' skills of self-selection and reading books. The formation of independent reading skills is divided into 3 stages:

I. Preparatory stage. This corresponds to the period of literacy in the 1st grade. It is called the "Hundred' session" because it is given a part of the lesson – 17-20 minutes. Its features are that the teacher chooses the work himself, paying attention to the fact that the work is small, and other principles of choosing a book. The work is read by the teacher himself. Students are taught to hear the work, to perceive what they have heard, to give them a simple assessment, to determine the correspondence of the content of the work and its title, to retell the content of the work. At this stage, students are introduced to the hygiene of reading and how to handle a book.

2. The initial stage. This corresponds to the 2nd half of the 1st grade. At this stage, a 45-minute lesson is organized once a week. Before reading the work, readers get acquainted with the title of the work and its author, look through his drawings, write down the author's name and the title of the work in the notebook, just talking about it. The work is analyzed elementary. The selected work (book) is taught to a well-read reader after special training. Easy-to-read passages in the work can also be trained for blank readers. This arouses interest in reading in the language. At this stage, students read syllables at different speeds. Therefore, the teacher should approach each student individually in this process, teach the little reader to read the book independently.

3. Main stage: corresponds to class 2-4. During this period, students' reading skills are consolidated. At this stage, the performance of students outside the classroom is assessed. When making grades, they are guided by the requirements of the program: they pay attention to participation in the general work of the class, to the qualitative assimilation of the books they read, to the ability to react to the book they read. At the same time, students read several works on a certain topic, expressively read some of them, compare the works they read with each other.

Features of SRT classes' It is determined by the stages, the requirements of the program, educational tasks, and the interests of students. For example, if at the preparatory stage a small work is read by a teacher, a conversation is held, a retelling of what was read, then at the initial stage the same book is provided to the students of the entire class, all students work on the same text. At the same time, an exhibition of works by one writer or on one topic is organized. Inside the work can also be presented for reading, albums are prepared, excerpts from movies, filmstrips are shown, musical moments are held, creative illustrations to the content of the work are drawn, patchwork sewing,

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wrapping for the purpose of preserving the book are taught, "fairy tale holidays", "expressive reading contest" are held [38,39,40,41,42,43,44,45,46,47,48,49].

The work on the analysis of the work is expanding, they are trained to generalize what they read into comparisons, to draw conclusions. Elementary characterizes the heroes. Role-based reading is used. At the basic stage, STO' classes are held once a week in the 2nd grade and once every 2 weeks in grades 3-4. Pupils are taught to read independently, they are introduced to the newspaper's "bud", "bonfire", with the newspaper "Morning Star", that is, with the children's press. At this stage, works of Uzbek, fraternal, foreign literature of different genres, different subjects are used. Additional productions are used. Students come to one lesson by reading several works and telling their opinions about them. They draw pictures depicting heroes. Evenings dedicated to the life and work of writers are held. In this way, the personality of the reader is formed, who loves literature, knows how to think independently.

To explain to young modern schoolchildren that a book is the key to all sciences, a live game at a practical pace is required. A teacher should be able to do this, teach children that the events they are interested in are covered in detail in books. Readers love the book, get acquainted with works of art of different genres. Gradually, the skills of independent reading, enjoyment of works, and free thinking arise. A child who has received the right direction from a teacher has an increased craving for reading. Initially, the books recommended by him for self-study have proportions of form and content, are beautifully decorated with covers, rich in colored illustrations, written in capital letters, speak fluently, have an interesting plot or are presented in an eye-catching familiarity with images. Then the children's love for books will increase, and they will begin to discover themselves, getting used to looking around with the eyes of knowledge. The same is true for the main purpose of providing knowledge to the student. It is no accident that the "national training program" is very responsible for educating people who know themselves, feel their responsibility to the state, society and family. As you know, the national program, being a state order in the field of education, serves to fully disclose to the younger generation the essence of the ideas of national independence. Children's literature is the art of words and a means of education. Any poetic work written for kids should correspond to their age characteristics, level, evoke thoughts in the hearts of young readers, be rich in vivid images, inspire high goals, great and brilliant deeds. The most important thing is that the topics should be presented in a clear, simple and interesting language.

Children's literature is a powerful weapon in educating young people as believers and in the spirit of love for the Motherland.

Only a genuine work of art has a strong influence on children and meets these high requirements.

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