

ORGANIZATION OF EXTRA-CLASS WORK STUDENTS OF THE SECONDARY SCHOOL ON THE EXAMPLE OF THE ENGLISH LANGUAGE WEEK

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This article discusses extra-curricular work, expressed in the form of a week of the English language in high school, it is significant in the development of each student, namely in improving practical knowledge, the ability to translate them into life. In each case, the result of the English language week will depend on the teacher, who, in turn, must choose the right method for conducting them, assess the general condition of each student in the group, and also select the necessary funds.

INTRODUCTION. The English language is considered as a way of knowing the social system and group, a means of getting acquainted with the achievements of the cultures of the peoples of the world and understanding the native language, the harmonious development of the individual, as

the main base for teaching the norms of intercultural communication in important areas of life.

The awareness of the need to speak English has come to our society not so long ago, but for every specialist, if he wants to succeed in his field, knowledge of English is necessary. Therefore, the motivation to study it has increased dramatically. However, the difficulties in teaching English, especially in public schools, have not disappeared. The main problems are:

- 1) the lack of active oral practice of language communication when counting on each student of the group;
- 2) the lack of the possibility of applying an individual approach and differentiation of training.

Despite the use of the Internet, online dictionaries, translation programs, etc., the main difficulty in teaching English is lackage of using speaking skills outside of school, as well as ensuring communication with native speakers. As a result, the teacher has one of the main tasks of creating situations close to reality in the process of teaching a foreign language using various techniques.

Also, among the most important is the introduction of schoolchildren to the culture of the native speaker. To achieve these goals, it is necessary to use authentic materials as accurately as possible, including films and various audio recordings. Achieving the above goals will embody the most important conditions for a communicative methodology, such as presenting the process of language acquisition as one of the forms of comprehending a living foreign language culture, including individualization of learning, development and motivation of students' speech activity.

Conducting classes on various types outside the educational process contributes to enriching the personal experience of students, including gaining knowledge about the diversity of human activity, as well as acquiring the necessary practical skills. This direction is an integral part of the educational process [3, p. 159].

The principles of organizing extracurricular activities in teaching English contribute to the development of students' initiative, cognitive activity and interest in the language they are learning, as well as independence. Students improve their previously acquired skills in the subject being studied and study the language in depth. Thus, extracurricular work in the study of the English language is one of the forms of organization by the teacher of various types of student activities that provide the necessary conditions for further, positive socialization of the child's personality.

Carrying out extracurricular work contributes to the further comprehensive disclosure of the individual abilities of each, which it is difficult to determine within the framework of training sessions, as well as to consolidate all the theoretical information obtained during the study of the English language.

Based on the foregoing, the most common and fundamental forms of organizing extracurricular work in English in high school include:

- 1) competitive forms of work: competition, game, Olympiad, quiz, FC, etc.;
- 2) cultural and mass forms of work: matinees, evenings.
- 3) political mass forms of work: solidarity action, forum, rally, festival, press conference.
- 4) mass media: wall newspaper, stand, bulletin, showcase exhibition.
- 5) a circle as a synthetic form of extracurricular work.

Based on the number of students, there are:

- 1) mass forms of work: English language week, matinees, evenings, Olympiads, competitions, etc.
- 2) group forms of work: English circles, temporary groups for working on a project, for publishing newspapers, for correspondence with friends, etc.
- 3) individual: learning roles, writing notes for a wall newspaper, preparing for the Olympiad, etc.

In the process of organizing extracurricular work in English in secondary school, it is very important to choose exactly the form that will allow students to transfer all the necessary theoretical and practical experience with greater benefit.

Today, every foreign language teacher performs important tasks: attracts special attention of children to learning the language, increases motivation and develops the creative abilities of students, since no one can force a child to study and study a subject without his desire. It is necessary that the student showed the desire and his own desire.

This work on the English language helps to increase the motivation of each student to learn this language, as well as to develop his speaking skills, replenish vocabulary, expand the horizons of students, including helping to obtain all the necessary practical experience that they could not get in the classroom [1, p. 50].

Training sessions that take place in a rather monotonous and monotonous form, which are unable to interest the student, provide minimal knowledge and skills to everyone.

This extra-curricular work, which is systematic and planned, has a great educational impact and contributes to mastering the English language as a means of communication. It should be noted that in order to achieve the desired result of extracurricular activities, it is necessary to clearly plan their organization, understand and master the main aspects and methods of their conduct, types and forms of classes depending on various situations, and also know the characteristics of students [2, p. 160]. Consequently, if you organize and plan your work well in the form of a English week in high school, you can certainly get a positive result.

The week of the English language in secondary school contributes to the development of all the skills, knowledge, experience of each student, who, when conducting such events, gives them a chance to maximize their abilities, which do not allow them to show in everyday learning of the English language [5, p. 61–63].

The objectives of the English Language Week are:

1. strengthening the motivation to study the subject;

2. practical mastery of speech activity; increasing the active language stock of students,
3. stimulation of their intellectual and linguistic activity, expansion of the general outlook of schoolchildren.

The study of English should take place in a form when the student has a motivation to gain knowledge, improve his practical experience, which will allow him to apply it in his future life.

The types of events that are held within the framework of the English language week in high school must be carried out taking into account the study of all the characteristics of the students, their aspirations, desires, and also with the aim of showing each student's interest in their conduct, which will achieve the desired result from such events.

There are many different types of activities, but the most common among them can be distinguished: theatrical performances in English, discussion clubs, quizzes, role-playing games, written vocabulary and grammar tasks, reading, writing tasks, preparing students for videos, a musical event, a poetry competition. An important factor in holding events within the framework of the English language week in high school is encouragement, because everyone's efforts should be evaluated both by the public and the teacher [4, p. 117]. Therefore, it is necessary to conduct events in a competitive form so that everyone can strive for the best result, which will allow them to see in students their abilities, the ability to express thoughts in English, to put their speech competently and expressively, to achieve the ability to speak to the public, and also to gain the necessary experience.

Holding a week of the English language in high school should be carried out with maximum organization, a choice of activities, and the study of the necessary methodological recommendations.

Outcomes

We have analyzed extracurricular activities in the form of a English language week from the point of view of a systematic approach. Speaking about this work, it is worth noting some of the basic principles, namely: the principle of connecting learning with life, the principle of communicative activity of students, the principle of taking into account the level of language training of students and the continuity of extracurricular work with English lessons, the principle of taking into account the age characteristics of students, the principle of combining collective, group, individual forms of work, the principle of interdisciplinary connections in the preparation and presentation of extracurricular work in the English language.

After analyzing some of the main difficulties and features of holding a English language week in high school, used to achieve the goals of the event, as well as their significance, it is necessary to indicate that the conduct of these classes contributes to the deepening and development of the cognitive interests of schoolchildren, social and cognitive motivation of educational activities, strengthening stimulation personality, especially its creative inner world, in connection with which there is an expansion of the horizons of everyone.

Conclusion

After analyzing the goals and objectives of extracurricular work in the English language, we came to the conclusion that this work is aimed at expanding and deepening the student's knowledge, his skills in mastering foreign language communicative activities, including the development of everyone's own, internal interest in the study of the English language, as well as the further development of the personality, which also includes the intellectual, emotional-volitional, spiritual and moral sphere.

Carrying out extracurricular work in the English language is aimed at achieving fundamental tasks, namely: improving the knowledge, habits and skills acquired in English lessons, helping the child to form a worldview.

This work is primarily aimed at the logical, systematic and necessary continuation of the educational material, which allows improving the experience of reproductive and productive educational and cognitive activities. However, it is worth remembering that the material itself should be informative and have an interest in relation to each student.

Carrying out extracurricular work in the English language opens up certain opportunities for us to achieve and develop the creative potential of schoolchildren through the productive methods of educational and cognitive activity used, including research and partial search methods used in the process of conducting extracurricular activities, as well as when performing creative homework.

Thus, holding a week of the English language in high school helps to improve theoretical and practical knowledge, expressing one's knowledge in front of students in a freer form, showing a desire to learn English and achieving the set results, allowing them to be implemented in the daily life of each student.

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