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MECHANISMS OF ORGANIZATION OF EXTRACURRICULAR ACTIVITIES TO ENSURE THE INDIVIDUAL DEVELOPMENT OF THE CHILD (On the example of social sciences and humanities)

Abstract: This article discusses the pedagogical conditions for the organization of extracurricular activities in the individual development of students, their formation as individuals and professional self-awareness, as well as the role of teachers, educators and subjects of education.

Key words: "Extracurricular activities", individuality, "team spirit", educational opportunities, motivation, planning, child opportunity, professional interest, career guidance.

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Introduction

In today's era of man-made civilization, globalization and popular culture, the issue of child rearing is becoming more and more important. In this process, it is becoming important for every subject responsible for the upbringing of a growing child to understand that today's attention to the child is a product of tomorrow, and every minute is a prize in the matter of upbringing. In recent years, the leading issue in the upbringing of a harmoniously developed generation in our country is considered to be the leading issue of effective organization of children's leisure time, improving the material and technical base of their spiritual, moral and physical upbringing, further improving the quality of personnel [1].

The effective organization of extracurricular activities has attracted the attention of teachers and methodologists at various times. The first information about extracurricular activities can be found in 18th century Russian sources.

During this period (aristocratic boarding schools and general), students in schools read excerpts and

essays from their translation work in their spare time. The concept of "extracurricular activities" first appeared in the works of V. Sheremetevsky in the XIX century [3; 20].

By the 60s and 70s of the twentieth century, extracurricular activities became an integral part of the pedagogical process in Soviet schools, including Uzbekistan. In modern pedagogy, there are different definitions of the term "extracurricular activities". IA Kairov describes it as follows: "Extracurricular activities are organized by the school in order to expand and deepen students' knowledge, develop individual abilities of students, as well as to organize their leisure time" [2; 12]. Sukhomlinsky argues that student isolation into the learning process can only be overcome with their success. He pedagogically substantiates the fact that it is more beneficial for children to be educated in the spirit of community rather than individual education [4]. Indeed, the child is formed as a person in the class community, trying not to lag behind their peers, to catch up with them. However, the fact that our young people have too

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much free time causes them to waste their time on the Internet, in various entertainment clubs, to join various hooligan groups and movements. Therefore, every subject of education, be it a teacher, a class teacher or a parent, should be responsible for the effective organization of students' extracurricular time. In many cases, the teacher and class teachers or the school team only pay attention to the child during the lesson and the parents are responsible for the situation after class. However, most parents do not have enough control over their children's free time when they are growing up due to carelessness, irresponsibility, illiteracy in the upbringing of their children due to work, household worries. This in turn leads to shortcomings in the formation of the child as a full-fledged person. Extracurricular activities are primarily seen as initiative activities.

The main initiators are: science teachers, class teachers and additional education teachers, parents. In this case, if the educational potential of parents, the state of upbringing is not satisfactory, class teachers, science teachers should give the right direction and advice in involving their children in extracurricular activities. Most parents care about the future and the future of their children and focus on the conditions and attention to the effective organization of their free time. The main purpose of extracurricular activities is to effectively organize the leisure time of students, to involve them in certain types of activities, public, socially useful activities that interest them. Extracurricular activities in secondary schools should be organized in such a way as to ensure the individual development of each student based on the study of their interests and hobbies. Purposeful and proper organization of extracurricular activities helps the child to develop as an individual and successfully adapt to society, to make a conscious career choice [10; 277-279]. Each student will have a unique ability. Many educators say that there is no such thing as an incompetent child, only that there are children who do not understand it. Extracurricular activities help to show the creative potential of each student, his abilities. The personality traits that shape a child's individuality: initiative, independence, and the emergence of originality require the use of innovative approaches in the organization of extracurricular activities. The most important task of the educator in organizing and conducting extracurricular activities is to teach students to solve learning tasks. To do this, it should be borne in mind that the correct choice of methods of action consists in controlling the leadership activities of their actions, the transfer of independent work skills to other important life situations [6; 18-21]. Adherence to the principles of humanity, freedom and democracy in the extracurricular activities of the teacher with the student ensures the effectiveness of pedagogical interaction [5]. In the early stages of engaging students in extracurricular activities in the subject of

"education", it is important for teachers to be aware of the approaches to general education in setting the right goals and in the future of the school.

In the early stages of organizing extracurricular activities, teachers and class leaders need to motivate students to engage in extracurricular activities. There are the following forms of its organization: individual lessons, public works, competitions, quizzes, trips to museums, school exhibitions, excursions, creative clubs, sports clubs, etc. Based on the forms of work we have listed, the teacher can determine the interests of the child, his propensity for the field of science, his potential opportunities, interests. On this basis, the teacher will be able to develop and propose an individual development trajectory for each student. It is also used in documents regulating the educational process, including pedagogical literature, as "extracurricular activities", "extracurricular activities" or "extracurricular activities" and "extracurricular activities". Russian educators V.A. Slavenin, I.F. Isaev, A.I. Mishchenko, E.N. Shiyonov admit that extracurricular activities can be considered as extracurricular activities. N.M. Verzelin distinguishes the following main features of extracurricular activities:

1. Venue (extracurricular and extracurricular activities)
2. Time-consuming after-school activities.
3. Form of activity related to the solution of educational problems

If we talk about the planning of educational work after school and the pedagogical requirements to it, the planning of classroom and extracurricular educational activities of primary school students has its own rules. In this case, the pedagogical class team should get acquainted with the state of education of each student. In particular, students' family life and conditions, parents' sense of duty to raise children and the student's attitude to daily changes, students' knowledge of national values and customs, traditions, knowledge of the works of scientists and thinkers who grew up in their country, etc. The educational process and forms of educational work must be organized in a way that meets the requirements of the present time. One of the leading forms of extracurricular activities is the independent study of students under the guidance of a teacher, in science classrooms, libraries and at home, built on the basis of self-control. This includes the material base of education for extracurricular activities: literature for additional activities, visual aids, didactic materials, the rational use of technical means. One of the most important and necessary conditions is the ability of the student to self-manage in the effectiveness of extracurricular activities and activities. This, in turn, promotes the full mastery of science, the orientation to any profession, as well as ensures the active participation of the student in various activities. Methods of planning classroom and extracurricular educational work The

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general plan of classroom and extracurricular activities under the guidance of the Deputy Director for Spirituality and Enlightenment It is advisable to compile it with the active participation of the leaders and discuss and approve it at the school meeting [8].

Planning should be a creative process in which the work of the class teacher should not stop working with children, should not be rigid, should be constantly enriched and should be considered as a creative approach. When planning class work, tasks should be set to develop the class community not only in an educational but also in an educational way.

Planning serves as the most important factor in the quality management technology of a class teacher. Planning gives the class leader the following opportunities:

- to study the class community, the level of education and their educational opportunities;
- a clear understanding of the purpose of developing the classroom education system;
- Defining strategic and tactical objectives of education;
- the appropriate choice of forms, methods and means of educational activity;
- based on the analysis of the results, the class team of each subject in the education system to predict the results of management activities, analytical substantiation of the content of activities to plan development progress, identify future pedagogical problems;
- formation of goals and objectives;
- selection of a system of measures to ensure the achievement of goals and solutions, etc. [9; 57].

The plan of educational work of the class teacher is a obligatory pedagogical document. It is especially effective to organize small pedagogical meetings with science teachers on the interests of students. The work plan can be made in quarterly, semi-annual and annual forms. Extracurricular activities also involve identifying the stages of a child's development as an individual. In the organization of extracurricular educational work it is expedient to take into account the following:

- Recognition of the child as a value, individuality, respect for individuality, respect for social rights;
- Reliance on specific traditions and values of nationality;
- formation of mutual respect between teachers;
- High educational opportunities of the family and the neighborhood, taking into account the specific characteristics of children and parents, etc.

The organization of extracurricular activities requires, first of all, creativity and high responsibility from the teacher. It is also important to be pedagogically skilled. The reason is that boring exercises that are not fun make the child bored and cause him to lose motivation to engage in extra activities. In the organization of educational work,

teachers are guided by the following principles: the purpose of educational activities is to inculcate national spirituality in the minds of the younger generation and turn it into a belief; to influence the child's heart and mind by linking the educational process to national and universal values; Ensuring the integration of education with education, enriching educational work with factors that unite the student body; to determine the level of upbringing of children in the process of upbringing and to develop their positive aspects; respect and assertiveness of the child's personality, etc.

The effective organization of the student's free time after school is important for his future career. Because after school, the activities and clubs in which the child is engaged prepare the ground for his targeted activities. Today, the main task of secondary schools is to prepare the younger generation for future activities as active members of society, as selfless people in any field or profession. Vocational orientation should be considered as the most important task of school activities. Not only the school but also other social institutions including the family, the neighborhood, the youth union are responsible for this. The main task of vocational education in extracurricular activities is to create the basis for the development of the child's mental, moral, physical development, abilities and talents. The main task of vocational education in extracurricular activities:

- full disclosure of the child's capabilities and abilities;
- preparing young people for free thinking and life;
- formation of self-management and control;
- the emergence of a purposeful approach to personal life, unity of plan and action [9].

In the implementation of professional education, it is important to ensure that universal values are always in the center of attention and adhered to. One of the most important factors in the development of student spirituality is the orientation of students to reading in the organization of extracurricular activities. In this regard, in addition to science topics, the teacher of "Tarbiya" should form a list of literature that is important for the spiritual and moral development of the child and constantly advise children and monitor their visits to the library. When choosing a book, the reader should recommend books that are mainly based on national education, such as "Nightmare", "Social etiquette", "Turkish Gulistan or morality" or psychologically motivating, depending on the age of the reader. Some students will need a teacher-given direction in this regard. The formation of a reading culture in students should also be planned as one of the most important tasks of extracurricular activities. The work of science teachers and class leaders in collaboration with the school library staff, and the holding of extracurricular reading

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competitions among the school or class community, increase students' motivation to read.

There is a need to prepare teachers for this process, who organize professional education on the basis of modern requirements. Career orientation should be considered as one of the primary tasks in the activities of class teachers, science teachers and should have the following components:

- vocational education;
- professional activation;
- professional advice;
- professional adaptation.

The class teacher, school psychologist and science teachers are responsible for career guidance in the school, and the class leader is the central figure in this area. He performs the following functions in career guidance:

1. To help students understand themselves.
2. Participate in the organization of socially useful and productive work of students.
3. Regular acquaintance with the types of professions and their content.
4. Promotion of occupational indicators necessary for the region;
5. Orientation of students to a systematic profession in collaboration with parents, studying their professional interests, intentions, opportunities, abilities.
6. Organizing meetings and excursions with representatives of various professions.
7. Organize additional science circles.
8. Coordinating the actions of science teachers, etc.

In high school, students are asked, "What does it mean to choose the right career?" And "How do you prepare yourself for life?" It is advisable to hold

creative work and essay competitions and interviews with parents on the topic "My interests and aspirations." In doing so, students observe the importance of career choice. However, the analysis of surveys showed that career guidance work is almost non-existent and those responsible for this process do not have information on occupational indicators. This problem is explained by the fragmentation between the types of education, the weakness of cooperation between the subjects of education. Of course, if the younger generation gets acquainted with which professions are in high demand in their country, it will be possible to prevent disparities in the placement of personnel in our country. In this process, the IBU, the Statistics Department, and the Employment Assistance Center should work with higher education on a cluster system. We believe that information on which professions are in high demand in the region should be transmitted to the IBR as information [9; 54-55]. Effective organization of extracurricular leisure time, firstly, prevents them from being exposed to various negative influences, and secondly, prevents the student from wasting valuable time, and ensures that they grow up in accordance with the requirements of society. Lessons and extracurricular activities, which are the main organizational form of teaching, in any form, can give a high pedagogical effect only if they are fully implemented in terms of scientific-theoretical, scientific-methodological and spiritual-educational. At the same time, of course, the age and physiological characteristics of students, interests, level of knowledge, scope of thinking should be taken into account. This requires a high level of pedagogical skills and professional potential of the educator. Effective organization of leisure time of the younger generation is a guarantee of their future.

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