

METHODOLOGY FOR DEVELOPING COGNITIVE INTERESTS OF PRIMARY SCHOOL STUDENTS IN EXTRACURRICULAR ACTIVITIES

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Abstract: This article discusses the content, purpose and methodological foundations of the development of cognitive interests of primary school students in extracurricular activities and the organization of extracurricular activities with students. The role of extracurricular activities in the development of cognitive interest, creative activity and independent thinking in students is analyzed. The article describes the types, forms and stages of effective organization of extracurricular activities on a scientific basis.

Keywords: extracurricular activities, primary education, class, cognitive interest, methodology, interactive methods, game technologies, creative activity, cognitive process, student activity, pedagogical approach, innovative education, motivation, teacher's role.

I. Introduction.

In the formation of the qualities of a perfect person in the personality of the younger generation, it is necessary to raise the content and organizational forms of extracurricular reading lessons in primary education to the level of modern requirements, taking into account the needs of young children who live in the current "rapidly changing, extremely intense and complex times, radically different from those that humanity has experienced so far", and whose worldview is much broader under the influence of the abundance of information flows. It is very important to use interactive methods that ensure the effectiveness of extracurricular reading lessons in primary education, and to use non-traditional teaching methods. In addition to equipping the student with reading skills, the school educates an active reader who can independently read a book, understand it, choose books on a specific topic, and independently read newspapers and magazines. Extracurricular reading is closely related to the curriculum and closely helps in the implementation of the goals and objectives set in it. This requires the cultivation of a reading culture in students, raising them from an ordinary reader to a creative reader.

II. The Main Part.

Extracurricular reading classes form the skills of independent book selection and reading in students. The formation of independent reading skills is divided into 3 stages:

Preparatory stage.

Primary stage.

Main stage

At the primary education stage, in addition to the formation of students' knowledge, skills and competencies, one of the important tasks is to develop their creativity, interest and need for knowledge. In this regard, extracurricular activities are an integral part of education, they are a process that is held outside the curriculum, but serves to comprehensively develop students.

Extracurricular activities are a natural interest in knowledge, observation, and a tendency to ask questions in children of this age. Therefore, organizing extracurricular activities is an effective tool for developing their cognitive interests.

The correct introduction of pedagogical technologies in the educational process leads to the teacher acting as the main organizer or consultant in this process. This requires greater independence, creativity and strong-willed qualities from the student.

In the current innovation processes, in order to solve the problems facing the education system, we need independent and free-thinking individuals who are able to assimilate new information and evaluate the acquired knowledge on their own, make the necessary decisions. Therefore, the role and importance of modern teaching methods, interactive methods, and innovative technologies in the educational process of educational institutions is incomparable.

In extracurricular activities, the teacher no longer acts only as a provider of knowledge, but also as an organizer, guide and motivator. He enhances the cognitive activity of each child by arousing interest in them, allowing them to freely express their thoughts, and forming a sense of success.

When planning extracurricular activities, the teacher pays attention to the following:

- the suitability of the topics for the age characteristics;
- their clarity and interest for children;
- the harmony of elements of play, creativity, and communication;
- ensuring the participation of each student.

In implementing these ambitious and responsible tasks, vocational education teachers, along with all subject teachers, must not be limited to providing a certain system of knowledge during the lesson, but must also ensure that students apply the theoretical knowledge they have acquired in practice, that is, in life. In this regard, the importance of extracurricular activities is very great. Because the lesson is limited in time to provide knowledge from the curriculum.

Some subject teachers confuse extracurricular activities with extracurricular activities. However, extracurricular activities are based on the curriculum, that is, the textbook is aimed at students, and all students in the class directly participate in it.

The main purpose of extracurricular activities is to provide students with additional knowledge, skills, and competencies beyond the curriculum and textbooks, to increase their interest in science, and to help them apply the knowledge they have gained to life. Another issue addressed in extracurricular activities is the formation of students' scientific worldviews, and on the other hand, it is to guide them in choosing a profession.

In the current era of scientific and technological development, every young person is required to have excellent knowledge of science and technology in order to actively and creatively participate in industrial enterprises and agricultural production. Because it is the demand of the day for every young person to be a master of the professions he occupies.

Even a teacher with high professional skills does not have the opportunity to acquaint students with all the achievements made in the fields of science during the lesson. The volume of scientific information provided in this period has expanded greatly. Therefore, in extracurricular activities, the teacher should directly develop students' interest in science, and independently recommend additional literature, taking into account their age. When organizing extracurricular activities, it is important to take into account the student's circumstances.

In extracurricular activities, serious attention should be paid to the educational aspect of the work, not just to impart knowledge. This is especially important in the current conditions. Our students should have knowledge about the peace, tranquility of our country. In extracurricular activities, young people carry out practical work related to various professions. For example, they can prepare evenings, meetings, exhibitions.

Extracurricular activities, on the one hand, are an integral continuation of the lesson process, and on the other hand, they expand and open up a wide range of opportunities for students to choose a profession.

Extracurricular activities open up wide opportunities for students to more clearly demonstrate their talents and abilities for independent creative thinking. This becomes the basis for setting and solving more complex tasks than those provided for in the curriculum. The use of the criterion of voluntariness in harmony with the interests of students ensures higher initiative. Due to this, good results are achieved in fulfilling the main tasks of vocational education in the process of extracurricular work.

The organization of extracurricular activities, including clubs, competitions, debates, meetings, various types of games, exhibitions, trips, etc., is an important form of effective education. Extracurricular activities consolidate the knowledge, skills and abilities acquired by students in subjects, form their worldview, and these impressions serve as an important factor in improving their creative abilities and artistic aesthetic taste. Timely, planned, and orderly activities further increase students' interest and enthusiasm for each activity, enrich their spiritual and ideological imagination.

III. Conclusion.

In primary education, extracurricular activities, like classroom activities, are of particular importance in terms of teaching students to think freely and encouraging independent reading. Extracurricular activities are an integral part of primary education, and they serve to develop students' interest in knowledge, thinking activity, creativity and independence. Children are especially interested in studying nature, the environment, and sciences. Therefore, the proper organization of extracurricular activities, the use of interactive methods, and taking into account the individual interests of students are important guarantees of cognitive development.

It is necessary to properly organize students' free time from classes, which plays an important role in their lives, and to help them use it rationally. The deep inner essence of all forms of extracurricular and extracurricular activities is to actively involve students in socially useful activities, to stimulate their initiative and independence, to develop their individual interests, inclinations and abilities. The peculiarity of pedagogical guidance of students' extracurricular activities is to exert an educational influence on them not only in class, but also through social organizations, various events outside the classroom and school, and through direct involvement of students in technical creativity and agricultural experimentation.

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