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## **ORGANIZATION AND IMPROVEMENT OF EXTRACURRICULAR ACTIVITIES IN GENERAL EDUCATION SCHOOLS**

**Perdeshova Nargiza Esenbaevna\***

\*1st year master's Degree in "Pedagogy and Psychology",  
Tashkent region Chirchik State Pedagogical Institute,  
UZBEKISTAN

### **ABSTRACT**

*Experience shows that the purposeful conduct of extracurricular and extracurricular activities has a significant impact on the intellectual development of students, contributes to the achievement of good learning outcomes in the educational process at school. The purpose of the article was to describe some of the cognitive forms of organization of extracurricular and extracurricular activities, the problems that arise during their implementation.*

**KEYWORDS:** *Extracurricular And Extracurricular Activities, Intellectual Development Of Students, Learning, Educational Process, School.*

### **INTRODUCTION**

The formation of the information society and the development of the knowledge-based economy have led to significant changes not only in many areas of activity, but also in the thinking and behavior of people. Development of society, the development of human capital necessary to improve public administration, the formation of strategies for active learning of students, independent study of subjects, a creative approach, the acquisition of leadership skills, complex problem solving, correct coordination and time management, efficient use of resources, as well as the presence of other skills and skills that meet the requirements of the XXI century, today are one of the main tasks of the education system. To form these qualities in students, it is required to determine what, why and how to teach the younger generation, as well as using various techniques and methods to develop its cognitive activity. Currently, in accordance with the challenges of the 21st century, the main tasks of secondary schools are the development of the creative potential of the individual, the preparation of a new generation for activities that are useful both for themselves and for society, taking into account the physical, mental and

intellectual abilities of each teenager, the formation of a free, a creative person with both a common culture and national spiritual, moral and cultural qualities.

It should be noted that, according to international experience, in accordance with the requirements of the 21st century, it is impossible to fulfill the tasks set for secondary schools, the formation and improvement of students' skills during the educational process, being limited only to school lessons. Educators and researchers note that extracurricular and extracurricular activities play a large role in the implementation of this difficult and important work.

Extracurricular activities are activities that teachers take with students in their school after school; extracurricular activities are activities run by special extracurricular institutions.

We are convinced that systematic, expedient, periodically monitored and evaluated extracurricular and extracurricular activities, complementing the work of the school teaching and educational process, effectively affect the fulfillment of the tasks assigned to the school for preparing the young generation. Practical research, including the author's one, shows that extracurricular and extracurricular activities not only increase students' interest in learning, but also have a significant impact on the formation of their scientific worldview, research skills, and the development of a culture of speech.

### **Methodology and methods**

Conducting a content analysis of international documents on the experience of conducting extracurricular and extracurricular activities, conducting a survey of schoolchildren, district and rural schools in Uzbekistan before and after the formative experiment

Main part As you know, according to the generally accepted classification, all forms of extracurricular and extracurricular activities can be divided into three main groups: forms of management and self-government (meetings, rulers, meetings, etc.); educational forms (excursions, thematic evenings, studios, sections, circles, etc.); entertaining forms (matinees, evenings, etc.).

Let's consider just some of the cognitive forms of extracurricular and extracurricular activities. Games are one of the cognitive forms of extracurricular and extracurricular activities. It is known that information and knowledge provided in the form of games are perceived and understood by children faster and easier. During the game, the student studies the rules and norms of behavior, relationships between people, as a result of which the game has a significant impact on the socialization of schoolchildren, their lives, and helps to improve relations with each other.

The famous teacher A.S. Makarenko wrote: "Play for children is just as important as work for adults... the leader of the future learns from games, acquires life skills" [6]. Following the rules of the game increases the ability of children to control their behavior, reduces their impulsivity, helps shape character, and disciplines. In our opinion, the use of purposefully selected educational computer games helps children to develop memory, attention and thinking, and also has a positive effect on the intellectual, emotional and social development of students, because in the process of any educational computer game, the teenager himself is in charge of the game, and in this In the process, he is both a manager and a historian, and a pilot, and a teacher, and a worker, etc. On the one hand, this process is interesting and attractive for the student, on the other hand, it improves his various life skills. In our opinion, the organization of training using

educational computer games can lead to a high quality of teaching both in the classroom and in extracurricular activities. The use of educational mind games, including computer games, has a significant impact on understanding topics and improving the practical skills of students. Observations and polls carried out in the course of pedagogical experiments conducted in different schools over the past three years show that high school students show a great interest in programming, in this regard, the number of those wishing to become programmers in the future is increasing every year. To organize training using educational computer games, it is recommended both in large cities and in the regions of the country to create IT training centers, in which IT specialists will not only train students, but also certify their knowledge. Educational computer games increase creativity, perception, decision-making skills in the learning process, promote physical perfection, hand-eye coordination. In forums created by different groups, in group games, skills such as self-expression, tolerance, the ability to look at problems from different angles, and so on are formed and developed. However, the negative consequences of some computer games are also important. Brain scans of gamers have shown that violent video games can alter the brain function of healthy young people. Thus, a week after the game, there are disturbances in the functioning of the parts of the brain that control emotions. Other studies have shown a link between certain play and the tendency to be overweight, depressed, or withdrawn.

Some computer games are addictive among players, which increases the number of physical and psychological problems. The problem of "computer addiction" is already considered a very serious global problem. Based on a large number of studies and observations, the physical and psychological consequences of computer gambling addiction can be represented as follows [11]:

Psychological complications:

- Good mood and euphoria in front of the computer;
- The occurrence of problems when separated from the computer;
- Indifference to family, relatives and friends; - the appearance of emotional emptiness, depression, nervous tension without a computer;
- Spreading lies about their activities at home and at work; - the occurrence of problems related to work or study.

Physical complications:

- Carpal tunnel syndrome;
- Dry eyes;
- Migraine;
- Lumbago;
- Violation of the diet;
- Neglect of personal hygiene;
- sleep disturbance, insomnia

Another type of educational mind games that is not associated with such complications is crosswords. The main task in compiling them is to prepare and then use questions on various topics. It is noteworthy that even students with low grades and poor attendance are very active in extracurricular crossword activities.

Students composing crossword puzzles of 8-10 terms individually, in pairs, or in small groups based on the topics covered, as well as conducting a crossword contest and evaluating its results, gives good results.

Practical pedagogical research conducted by the author of the article shows that after compiling 20-30 crosswords, students organize contests-lessons, inter-class competitions in extracurricular activities, post information about these events in the wall newspaper, and also create a crossword brochure using special computer programs.

Solving and composing crosswords of different levels (simple, intermediate, complex, complex, interactive) is something that every student can do, as a result of which he gets motivation to continue working in this direction.

Composing and solving crosswords in subjects in the form of homework assignments, as well as in extracurricular activities, is one of the ways to improve the quality of education. A student engaged in composing crossword puzzles increases his vocabulary, broadens his horizons, increases the desire to work with books and other sources of information, develops a culture of speech, in addition, feeling all this, he is determined to do this business with even greater enthusiasm. It is very expedient, in our opinion, to develop scenarios on various topics by students during extracurricular activities, relying on their fantasies, and organize role-playing games on these topics. By participating in role-playing games, the student recreates various images, experiences genuine feelings, gains life experience, his inner world is enriched, his thinking abilities develop, his worldview expands, the culture of speech and the ability to present information develop.

In addition, children learn to defend and substantiate their opinions, as well as develop and implement joint plans. It should be noted that the activities carried out in this direction in schools, where a pedagogical experiment has been carried out over the past two years, have yielded positive results.

Another cognitive form of extracurricular and extracurricular activities is debate. Disputes as an easy, interesting form of communication, organized mainly by high school students, help in solving problems about which young people have conflicting opinions. Disputes are usually held on topics of concern to modern youth, such as "The benefits and harms of a computer", "What your future depends on," "What a real friend should be," "An animal in the house is good or bad," etc. ... The value of disputes lies in the fact that they teach you to express your opinion and substantiate it, teach you to dialogue, teach you to delve into the opponent's opinion, discover weaknesses in them, and ask appropriate questions.

Despite the fact that extracurricular and extracurricular activities have a positive impact on the formation of a teenager as a person in general and play a large role in increasing students' interest in learning, in some cases, certain problems associated with their organization can be observed in the educational environment.

The main problem is a conservative, outdated approach to the educational process, which consists in the absence of a responsible, serious attitude, in the superficial approach of some school principals and teachers to the planning and organization of extracurricular and extracurricular activities that meet modern requirements.

Some extracurricular and extracurricular activities are based on in-depth study of certain subjects, for example, computer science, physics, astronomy, etc. From this point of view, there is an urgent need to solve such problems as the disclosure of the adolescent's abilities, limited time for classes, unsatisfactory equipment with a material and technical base, lack of appropriate personnel, etc. Taking into account the identified problems, we consider it necessary to study the international experience of organizing extracurricular and extracurricular activities and present the results of the study.

The carried out theoretical and practical studies allow us to conclude that, for the effective organization of extracurricular and extracurricular activities, it is very important to conduct the following activities: - development and implementation of projects aimed at modernizing extracurricular and extracurricular activities based on international experience not only in large cities, but also in regions of the country; - using transparent management and assessment mechanisms in extracurricular activities and in extracurricular educational institutions in the regions; - creation of new forms of extracurricular and extracurricular activities (student laboratories, business units, student cooperatives) and regular school fairs using information and communication technologies;

- attracting students to the organization and conduct of extracurricular and extracurricular activities under the guidance of student volunteers;

- holding competitions, contests, olympiads at various levels, including local, regional and republican, to stimulate extracurricular and extracurricular activities.

Systematically organized, meaningful extracurricular and extracurricular activities, monitored and evaluated in accordance with the objectives of the information society, will be effective in fulfilling the tasks of preparing the young generation assigned to the school. Due to the relevance of this topic, theoretical and practical research related to various forms of extracurricular and extracurricular activities and with the solution of problems for their organization и реализации, будут продолжены.

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