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PEDAGOGICAL AND PSYCHOLOGICAL FACTORS OF THE ORGANIZATION OF SCIENCE CIRCLES

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ABSTRACT

Our approach to the problem has to do with trying to raise its relevance in terms of a systematic approach to the organization of extracurricular activities that is relevant to the current socio-cultural situation. In organizing extracurricular activities in the middle grades, the teacher should take into account the psychological characteristics of students. This helps him not only to build the learning process competently, but also to ensure that students master the learning materials with high quality. In this article pedagogical and psychological factors of the organization of science circles is researched and illuminated.

KEYWORDS: *Extracurricular Activities, Circles, Science, Pedagogical, Psychological, Groups, Mother Tongue.*

INTRODUCTION

Extensive work is being done in our country to bring up and bring up a harmoniously developed young generation that is physically healthy, spiritually mature, independent-minded, has deep knowledge and a modern outlook and is able to take responsibility for the fate and future of our country being carried out.

At the same time, the implementation of five initiatives, including comprehensive measures aimed at creating additional conditions for the education of young people, in the rapidly developing socio-political, socio-economic and other spheres in the country. reforms to further develop the talents of adolescents, to train highly qualified personnel, to further increase the effectiveness of out-of-school education in the public education system, to develop high moral qualities in students, to organize their leisure time meaningfully One of the priorities of today is

to ensure their active participation in the development of the country, preparing them for independent life through vocational guidance.^[1]

An important requirement today is to develop scientifically based methods of the organization process, taking as a scientific basis the pedagogical and psychological factors of the organization of science circles. Equipping field leaders with specialized knowledge and skills requires a theoretical and practical justification of key aspects of out-of-school education management. This situation helps to properly address the problems that arise in the management process, as well as out-of-school education.

MAIN PART

Extracurricular education can rightly be called an integral part of modern society. It requires constant attention and support from society and the state as an education that organically integrates the upbringing, education and development of the student's personality.

Extracurricular activities on the subject of mother tongue perform the following tasks:

- improving the knowledge, skills and abilities acquired in native language classes;
- broadening students' worldviews;
- increase interest in the subject;
- Effective use of free time;
- meeting cognitive needs;
- Creativity, independence of students;
- Linguistic knowledge;
- developing oral and written speaking skills;
- To form love and respect for their homeland and people.

An important factor in the successful implementation of these tasks is to take into account the psychological and pedagogical features of teaching circle lessons in the native language.

In organizing extracurricular activities in the middle grades, the teacher should take into account the psychological characteristics of students. This helps him not only to organize the learning process competently, but also to ensure high-quality mastery of learning materials by students.

Based on the spiritual and physical development of the student, he develops scientific-theoretical and logical thinking, develops objective and mental actions, and develops problem-solving skills by performing extracurricular tasks. Students who take part in the club develop the ability to adjust their actions to the planned result, to critically evaluate the results of its activities^[2].

The tasks of forming a creative approach to learning in schoolchildren, the formation of activity and independence in the search for knowledge are especially relevant today. High school plays an important role in developing the independence of thinking, activating each student's cognitive interest and his or her creative abilities.

The modern stage of historical development is characterized by huge dynamism, global contradictions, radical changes in all spheres of social life. This has led to the emergence of various uncontrolled processes that require a rethinking of areas of public life, established views and opinions, including in education and upbringing. Many pedagogical innovations are aimed at schools and teachers, distracting attention from the assimilation of knowledge, developing the child, creating conditions for a full life of childhood, the ability to think, communicate, understand others and themselves, and the ability to form a willing individual (as the main goal of education) is an important factor in making independent responsible decisions. In this context, the systematic conduct of extracurricular activities in the native language remains relevant. Unfortunately, at present, such work is not carried out at the school level.

"The mother tongue is the greatest teacher," said the great scientist Kdushinsky. Indeed, language enriches and develops a child's spiritual world both before and during school, introducing him or her to the moral norms of life, the customs and attitudes of people. From an early age, children develop language skills, speech creativity, aesthetic sense, love of art.^[3]

Unfortunately, the enormous educational potential of the mother tongue is not yet fully exploited in school. The number of problems that occur in secondary schools is very high. Some of them are of a general nature, others are related to the teaching of individual academic subjects.

All this cannot but affect the organization of extracurricular activities on the mother tongue in school. The fact is that the problem of organizing extracurricular activities in the native language has been studied to some extent by some teachers.

Our approach to the problem has to do with trying to raise its relevance in terms of a systematic approach to the organization of extracurricular activities that is relevant to the current socio-cultural situation. In organizing extracurricular activities in the middle grades, the teacher should take into account the psychological characteristics of students. This helps him not only to build the learning process competently, but also to ensure that students master the learning materials with high quality.

Psychological factors of the organization of science circles:

- knowledge of the characteristics of a person of a certain age allows to correctly determine the content and form of extracurricular activities in the field of mother tongue.
- students show great social activism aimed at acquiring certain forms of behavior and values. Reading new, interesting, books, they strive to understand them.
- memory develops in the direction of intellectualization, memorization becomes purposeful, speech management develops^[4].

In the process of working on the circle, it is necessary to take into account both the psychological characteristics of the individual and the psychological characteristics of the team: his level of development, organizational, psychological, intellectual and emotional unity, the focus of the team. The relationship between the zones is considered an important tool.

Classroom activities are a well-organized, sustained process aimed at assessing the student's ability, taking into account their desires and interests, and shaping their abilities and creative

abilities. In this process, the further development of the student's abilities creates a favorable pedagogical environment that allows him to achieve a brighter manifestation of his inner potential and promotes the free organization of activities by him. ^[5].

Pedagogical sources emphasize that extracurricular activities are a unique form of organization of spiritual and educational, general secondary education and upbringing among students.

Pedagogical factors of the organization of science circles:

- creation of a pedagogical environment between teacher and student;
- formation of knowledge, skills and abilities in science;
- meaningful organization of leisure time of students;
- determination of measures for the full realization of the abilities and potential of students;
 - achieving the enrichment of the educational process with theoretical resources and improving the methodological support;
 - establishment of mutual exchange of experience between teachers;
 - joint organization of spiritual and educational events on various topics.

The concept of “extracurricular education” was first associated with the establishment of public libraries, public houses, public universities, Sunday schools, working clubs and other cultural and educational institutions for adults in a number of European countries began in the second half of the XIX century.

During the former Soviet regime, out-of-school education was included in the general system of public education, and its activities were first supervised by an institution called the Political-Enlightenment Department and then the Department of Cultural and Enlightenment Affairs. increased

Out-of-school education is regulated by out-of-school educational institutions. The first out-of-school educational institution in the former Soviet Union was established in 1918 in Moscow as a “biological station for young nature lovers” and in Leningrad (now St. Petersburg) as an “art school”. Beginning of 1923, student houses (called “Pioneer Houses”) were established. 1935 - students in the Kharkov Palace (Palace of Pioneer's name) began its activity. Later, out-of-school educational institutions as state, public and referral-methodical structures worked in close cooperation with general secondary schools and children's organizations. Such institutions differ from each other in their activities with children and adolescents in the fields of science, technology, culture, sports and tourism. The following types of out-of-school educational institutions are popular: student palaces and houses; children's clubs organized under the houses of culture and clubs of trade unions; children's parks; special educational institutions (young technicians, young naturalists and children's excursion and tourist stations, children's and youth sports schools, children's railways, clubs for young motorists and young sailors, children's camps, etc., as well as children's libraries, theaters including ^[6].

During this period, the activities of out-of-school educational institutions were organized on the basis of standard programs, which carried out work in the following areas:

- 1) public-organizational work, holidays, lectures, film festivals, competitions, contests, meetings, exhibitions, games, etc.;
- 2) outreach activities among activists of children's organizations, mentors, group leaders and primary school leaders (teachers), teachers, leaders of clubs and so on, as well as out-of-school educational achievements generalization and popularization;
- 3) educational work - providing theoretical resources for the activities of various clubs, societies, societies, song and dance ensembles, theaters, orchestras, etc.

The work carried out by these institutions had the following content:

- 1) socio-political - the Red Army, museums of local lore, war and labor glory, history of children's organizations, international friendship clubs, agitation brigades, etc.;
- 2) educational circles, clubs, student scientific societies, exhibitions of children's art, etc.;
- 3) assistance to socially useful constructions and farms based on agricultural production, landscaping, training and production brigades, museums and research institutions, etc.
- 4) physical culture, sports and tourist clubs, clubs, societies, military games, competitions for the prize of children's newspapers, etc.
- 5) artistic and creative - ensembles, choreographic ensembles, orchestras, puppet theaters, music clubs, Olympiads, competitions, festivals and others.

The study of the sources of the problem revealed that the following factors play a leading role in the organization of the out-of-school education system: social development of society and social relations to the development of education; the system of continuing education of the republic and its content; history of formation of the system of out-of-school educational institutions and experience of foreign countries; economic situation and financial support of preschool educational institutions; the level of provision of out-of-school educational institutions with qualified pedagogical staff; educational and awareness of advanced technology in their activities implemented in order possession; the existence of the necessary subjective conditions for the full expression of personal abilities and abilities of students in these educational institutions; students' ability to self-assess and work on themselves; the establishment of interaction between the family and the general public in the organization of extracurricular activities, etc.

Extracurricular activities are voluntary forms of extracurricular activities conducted by students under the guidance of a teacher in order to expand and supplement the topics covered in the curriculum of the circle.

Achieving deep and solid mastery of the basics of science by students, the organization of independent work with the help of additional textbooks, visual aids, observation and experimentation on selected topics, the development of students' interests and knowledge. The organization of differentiated education, taking into account the needs of students, the development of their creative abilities, independent and logical thinking, the development of oral and written speaking skills, the expansion of the scientific worldview, career guidance, the consciousness of students and in order to inculcate in the heart the idea of national

independence, to link education with productive physical and mental labor, the general circle conducts extracurricular activities .

There are 3 types of extracurricular activities:

1. Individual lessons with individual students
2. Classes with a group of students.
3. Mass classes with students.

The types of extracurricular activities mentioned above are inextricably linked, complementary and demanding.

Type of extracurricular activities	The content of extracurricular activities
Some students alone within order classes	In addition to the club's academic literature study, testing of computer knowledge with the help of educational, modeling, control programs, organization of creative research through multimedia, purposeful observation and experiments, lectures and demonstration materials on various topics
Students' groups with classes	Creating a circle "Harmonious person" in grades 5-6, "Mother tongue - my soul" in 7th grade, "Our encyclopedia - our law" in 8th grade and "Navoi - a great genius" in grades 9-11 .
Students with the media classes.	Different topics evenings, holidays, lectures, "Attention to the language - attention to the people", "Poetry of sharp-witted people", quizzes.

CONCLUSION

The didactic purpose of this circle is to increase students' interest in academic subjects, expand their scientific outlook, work independently on additional textbooks, to form a conscious attitude to the native language and literature, to reveal their hidden abilities, conscious choice of profession, independent and creative thinking, increase of linguistic knowledge, study of works of writers and poets, increase of oral literacy .

The general name of the circle is "Language and speech" and in grades 5-7 "Mother tongue" taking into account the subject, age and psychological characteristics, interests and needs of students A circle will be formed.

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