

**THE PRINCIPLES OF EXTRACURRICULAR ACTIVITIES IN FOREIGN LANGUAGES****Ravshanova Guzal Obloyorovna**

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**Abstract**

Comprehensive information regarding ECA in FLT is provided in this page. Additionally, it offers specific instances and analysis of how crucial it is to put this strategy into practice. Extracurricular activities in foreign languages are crucial to the educational process. They enhance instruction in foreign languages, develop students' skills, and broaden and deepen their knowledge. Most significantly, there is a rise in students' curiosity about foreign languages. Enhancing the way extracurricular foreign language activities are planned and run can help the educational process.

**Keywords**

ECA in FLT, importantly, subject permit, extracurricular.

**Аннотация**

На этой странице представлена исчерпывающая информация об ЕСА в FLT. Кроме того, в нем предлагаются конкретные примеры и анализ того, насколько важно применять эту стратегию на практике. Внеклассная деятельность по иностранным языкам имеет решающее значение в образовательном процессе. Они улучшают обучение иностранным языкам, развивают навыки учащихся, расширяют и углубляют их знания. Самое главное – это рост интереса студентов к иностранным языкам. Улучшение планирования и проведения внеклассных занятий по иностранному языку может помочь образовательному процессу.

**Ключевые слова**

ЭКА по ФЛТ, главное, предметная путевка, внеклассная.

Extracurricular activities in foreign languages, as well as other subjects, are an integral part of the general educational process. In the context of education reform, the importance of extracurricular activities has increased significantly. The experience of advanced foreign language teachers shows that properly organized classroom and extracurricular activities help to improve the quality of students' language skills. Increase their practical skills and abilities. Also it increases their creative activity, initiative, and ultimately helps to nurture our spiritual values in a spirit of deep respect for labor. Nowadays, no one can recognize how important and necessary it is to conduct various extracurricular activities in a foreign language with students. In recent years, the methodological literature has published a number of articles and collections in the field of extracurricular activities of students and advanced experience of students in foreign languages.

Developing the individual characteristics of students is undoubtedly one of the most important tasks of extracurricular activities. However, working with students who are particularly interested in learning a foreign language is poorly covered in the methodological literature, and students face difficulties in choosing organizational forms of working with such

students. Therefore, these problems can be solved by being aware of the innovations in the experience and methodology of teachers.

When conducting extracurricular activities with students, the teacher solves the general educational and pedagogical situations, as well as the situations facing the lessons. However, the nature of extracurricular and out-of-school work makes it possible to identify the specific tasks facing the student. First of all, the lack of interest and strict programming requirements for student voluntary participation in this work allows the teacher to create a wider environment in the classroom than any other language environment that enhances students' speaking skills. Conversations with foreign tourists, volunteers, communication with people who have traveled abroad, or who are fluent in a foreign language, or strict participation in meeting nights, watching non-dubbed movies, cartoons and other similar forms of language communication for students practical use as a tool provides an understanding of how valuable the skills and competencies generated in the lessons are. All this creates a particularly favorable environment for the development of language skills and competencies created in the classroom. Therefore, the further development and automation of students' oral and reading skills, as well as their skills in the process of learning a foreign language in the classroom, should be considered as a key aspect of extracurricular activities. Certain freedom in the choice of materials and form of work expands the general level of knowledge of students, creates favorable conditions for their upbringing. Indeed, the extensive use of materials in newspapers and magazines that cover the daily life of the country where the language is studied provides an in-depth and thorough acquaintance with the modern life of these countries, educating students in the spirit of patriotism. Extracurricular activities in foreign languages in the aesthetic education of students are much more helpful than in-class activities. When it comes to choosing the right texts for plays, songs, poems for extracurricular evenings in a foreign language, it is a little easier to nurture a love of art and beauty in students' lives than in the classroom. The method of spending the nights (stands, showcases. Albums, art music at night) helps in the same way. Extracurricular activities from the classroom, by their very nature, allow for much more consideration of students' individual interests and capabilities. The teacher can assign different tasks to students based on how well they have developed their oral, reading, and writing skills and abilities. This, in turn, provides an opportunity to increase students' interest and inclination to learn the language. Therefore, the main purpose of extracurricular activities is to increase the level of language proficiency in students with a special interest and inclination to learn foreign languages. We will briefly describe what is done in English outside of school and classroom, taking into account the specifics of this work, and move on to consider their content. As mentioned above, the purpose of extracurricular and out-of-school activities is to improve the skills and competencies in the practical acquisition of language, which is a means of communication, that is, to further develop oral and reading skills.

The question naturally arises as to what should constitute the main content of extracurricular work, whether listening and speaking or reading and understanding the text. In the work practice of schools, this issue is treated differently. In our opinion, the main focus should be on developing speaking and listening comprehension skills, reading and comprehension of the text and the forms of work they cultivate should only complement activities that are largely out of class and out of school. We propose this idea based on the following considerations.

1. First, developing speech in a school setting is a particularly difficult task for a teacher because it takes a lot of time to practice. Since there is relatively little time for language learning at school, it is a good idea to take every opportunity to practice speaking.

2. Second, the improvement of oral communication requires the fulfillment of certain conditions, in particular, the presence of people (at least one person) who know the language being studied. Therefore, oral assignments cannot usually be performed by students outside of school or other learning centers. Reading and comprehension of the text can improve skills by

doing homework independently, which should be monitored regularly by the teacher, of course. The experience of advanced teachers shows that these types of skills and competencies vary depending on the stage of teaching in the classroom and extracurricular activities.

Extracurricular activities can expand the knowledge skills and competencies that students have acquired in the classroom, but the main purpose expected from extracurricular activities is not to impart new knowledge, language acquisition skills, and abilities. In this regard, the question arises as to whether the skill can be engaged in a norm that serves as a basis for the development of skills. Experience has shown that skills and competencies need to be improved mainly on the basis of material that is familiar to students. However, since the thematic scope of the lesson cannot be expanded without increasing the vocabulary, even if the language material is small (refusing to do so affects the students' interest), the language material is very limited.

Given that ECA should serve to motivate students, the teacher may provide such students with more additional language material than other students. The next requirement in the field of extracurricular activities is that the material used in the extracurricular activity as well as the forms of work are interesting and engaging. Any topic chosen by the teacher for extracurricular activities should be educational material for the students. When working on a topic, students need to learn something new from previous lessons, such as new and unfamiliar episodes from the writers' lives, excerpts from classroom work, and online dating. At the same time, the teacher should monitor the students' use of familiar lexical and grammatical material in new, as close as possible to natural, as well as situations. During extracurricular activities, nothing should remind students of the lesson. There is no teacher here, only a great "friendly" coach who is ready to help in everything, to direct the work in the right direction. Students do not receive material to read, memorize, and then tell to the teacher. Here they combine specific tasks related to the vital interests of students and teachers. They prepare information about the city, school, interests, etc. for acquaintances and friends. There is no good or bad rating here. But there are beautiful, good and slightly more accurate diaries, albums, showcases that reflect all the work done by the reader.

The usual classrooms and desks are also not needed. The teacher meets with the student in a setting that is more relevant to the topic of the lesson than the solution of the problem. Such a place can be a hall, school garden, park, cinema, museum and so on. Extensive use of games helps to ensure that extracurricular activities are enjoyable. Games are an important tool in children and can be used at any stage of foreign language teaching. But the nature and content of the game should be appropriate to the age characteristics of the students. Another requirement in the field of content of extracurricular and extracurricular activities is that these works should be related to the material of other subjects. This connection is reflected in the definition of the topics of the conversation circles, the organization of excursions in a foreign language in connection with the study of relevant educational material on history, geography and literature. For example, excursions to museums of local lore, theater, cinema and etc. This is another requirement for the organization of ECA, in particular, it is necessary to focus on the voluntary and active participation of schoolchildren. Students choose a form of extracurricular activity based on their needs and interests. However, the student voluntarily assumes certain responsibilities while declaring participation in clubs, nights, competitions, etc., the fulfillment of which is strictly monitored by the teacher.[1,49].

In teaching the English language the learners are not expected to know not only the languages, but also the culture of the nation which language he or she is learning. In order to gain this aim, we suggest that teachers should carry out the extracurricular works and activities. ECA in foreign languages becomes more and more popular. Cooperative learning groups are typically made up of students or language learners with heterogeneous backgrounds and abilities. By working together to succeed in groups, they learn to appreciate differences in skills, aptitudes, learning styles, personalities, goals and interests. It also helps them to reach higher academic achievement levels. Extracurricular activities usually take three main forms, depending on the number of participants; held in mass, circle and individual forms. Each of them is divided into

many types depending on the content and nature of the transfer. Here are some of the main ones, which are widely used in the development of students' speaking skills and abilities., in recent years, as an extracurricular activity in the teaching of foreign languages in EI of Uzbekistan.

Circles can be very diverse, depending on the interests and needs of the students - the district; speaking club, oral translation, art reading, dramatic singing, and public works. The character of most clubs is known by their name. The work of the Conversation Circle is aimed at developing the oral skills and competencies of the students participating in it. Due to the increase in the number of enterprises in our country, the invitation of foreign specialists in various fields, the increase in the number of volunteers, tourists and foreign students, there are many opportunities to invite them to schools, and "translators" are the ones who help them communicate with other students need Interviews will be conducted on pre-prepared topics in the translators' circle. The club is in close contact with the country studies circle, travels around the country where the language is studied, translates and follows the speeches of the members of this circle into a foreign language and vice versa.

During the Foreign Language Science Week, the members of the club organize interesting showcases, exhibitions or publish posters, bringing interesting information to the attention of all students. Extracurricular activities can also be done by members of the circle to create and decorate plans for competitions, Olympics and various nights. They organize various games and play a managerial role. In recent years, the establishment of foreign language libraries has become widespread. It is possible to create various circles, language centers under libraries. In addition to the librarian, they can be led by library activists, who regularly hold public events, parties, competitions, readers' conferences, meetings. The library will have a list of recommended foreign language literature, a note on how to work with a book in a foreign language. Consultations are scheduled for library members. Counselors not only help students understand a difficult part of a foreign language text, but also check and take into account how effective students are in independent reading. Evening morning meetings are also a form of extracurricular activities. Nights or rituals can be of three kinds according to their content.

1. Evenings, morning rituals dedicated to meeting someone who is interesting to the students.
2. The life and work of a writer on the red calendar days, the struggle for peace, for the strengthening of friendship between the peoples of the world themed evenings, morning performances dedicated to themes and so on.
3. Creative report on the work of groups, classes, clubs and individual students. These activities are determined by the topic of oral speech development outlined in the program. However, the very expression of the topics, their presentation and processing, should help to develop the creative initiative that is manifested in the students in the selection and development of the material.

A number of topics can be conducted in different variants at different stages of training. Many Methodists also have opinions in determining the theme of the activities to be held in the circles. For example, A. Amirlyubov, I. V. Rakhmonov, V. S. Setlin in their co-authored textbook "General methods of teaching foreign languages in high school" recommend the following topics. These topics are determined by the stages of study. V - VI for classes.[2,20].

1. What can we tell our foreign friends in a foreign language.
2. What do you know or have learned about "the lives of your peers abroad"?
3. A night of storytelling in a foreign language.
4. Night of proverbs and riddles in a foreign language. For grades VII - VIII.
  1. Young people are fighting for peace.
  2. Map of the country where the language is studied.
  3. An evening dedicated to an important day.
  4. My favorite writer.

Once the teacher has selected the topics, he or she can roughly identify the materials that can be used in the lesson, such as mantles (adapted or original), audio CDs, pictures, albums, and movies. Each topic can serve to develop the skills and abilities of any type of speech activity, but it is quite clear that some topics (Attractions, Writer's Scholar's Creative Way, etc.) allow the development of monologue speech, while others e.g. Topics such as "In the store" and "In the kitchen" are more natural in dialogic speech. Excerpts from some materials, such as literature on audio discs, can be used more effectively to develop listening comprehension skills from exercises and texts, while others can be used more effectively to develop speaking skills and competencies.

Some gifted students may also be given individual assignments. Finally, the teacher considers how the skills and competencies of the club members can be applied to their creative work outside the club, especially at one of the public events. Individual forms of work. Both group work in foreign languages and circle work are done through individual work with students. Individual forms of work require individual and individual work with each participant of mass and group activities. In order for students to be able to play a small play in a foreign language well, the teacher should read the role texts, practice correct pronunciation, intonation with each performer at the beginning of the preparation. The teacher conducts separate pre-work with each of the participants of the literary montage in a foreign language, and so on. In addition, the teacher will work individually with students preparing a presentation in a foreign language for other students at night or in class. It can be information about the life and work of a writer, his work in general, or a characteristic of some of his works, and so on. Teacher helps the speaker select the literature he or she should use to explain the report or plan. He or she will then review the report in advance to correct any errors in the speaker's speech. Individual forms of teacher work are also used to guide students who are particularly interested in learning a foreign language and who demonstrate their ability in the field to read foreign language literature.

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