



Extracurricular Reading Classes in Primary Grades

N. I. To'ymurodova, B. D. Haydarova

Masters's Student, Bukhspi, Bukhara

Annotation: The article talks about the negative and positive factors affecting the development of student's speech, how many words students memorize depending on their age, the methods used in the development of student's speech.

Key words: Bending out of class, training, initial stage of , preparing a work.

In addition to equipping the student with reading skills, the school educates an active reader who can read a book independently, understand it, and choose books related to a certain topic, and read newspapers and magazines independently. In this case, studying outside the classroom serves as the main tool of education; it increases the desire to know a lot.

The purpose of reading outside the classroom is to improve reading skills, to educate a conscious reader who can choose a book, who reads books regularly, and who can correctly evaluate to read a book.

Since 1959, extracurricular study classes have been organized in schools. Extracurricular lessons are held once a week in grades 1-2, and once every 2 weeks in grades 3-4. In the process of literacy training, 17-20 minutes of the last alphabet lesson of the week are allocated.

Extracurricular learning is closely related to the curriculum and closely supports the goals and objectives of the curriculum. For this, it is necessary to educate the culture of reading in students, to raise them from ordinary readers to the level of creative readers. It is necessary to approach each child individually, to take into account their personal interests, in order to arouse students' enthusiasm for books.

Formation of children's ability to work on books is an important factor in raising reading culture in them. In this case, the hours allocated for study are used. Popular works of art and science serve to form and expand the worldview of students only if they are read independently and consistently.

Out-of-class reading serves the task of teaching to determine the approximate content of books by unfamiliar authors based on their cover, title page, introduction, table of contents, and pictures.

The main task of extracurricular reading classes is to instill in students a desire to read fiction books, to teach them how to keep a diary based on the books they read, and to familiarize them with the lives and works of famous writers of children's literature in an elementary way.

Instilling love of goodness and hatred of evil in children, developing their connected speech, raising literary aesthetic thinking is also the task of extracurricular reading classes.

Reading outside the classroom is an interesting and engaging activity that enriches the scope of children's knowledge and provides material for comparison. Studying in the classroom is a preparation for life, and studying outside the classroom is life itself.

One of the important tasks of extracurricular reading classes is to develop independent reading skills. To do this, it is necessary to assign tasks for independent completion, use interesting types of exercises, teach the best essays, reviews, collected information about the writer, organize contests such as "Speak quickly", "Find riddles", "Expressive" "Reading", "Proverbs-telling



competition", "Fairy tale weaving", "Conference of scholars", to organize questions and answers on certain topics, and to use game-style work.

Conducting conversations about the works read, organizing a "Book Week", practicing writing short essays based on the works will have a good effect.

Out-of-class study is organized in connection with classroom study. Studying in the classroom is necessary for studying outside the classroom. Reading outside the classroom is an interesting and engaging activity that enriches children's knowledge and provides material for comparison.

At present, manuals named "Kitobim - oftobim" (for grades 1-4) intended for reading outside the classroom for elementary school students have also been published.

It is the responsibility of the teacher to organize extracurricular activities. The teacher divides it into stages and out-of-class reading lessons form students' independent book selection and reading skills.

The formation of reading skills is divided into 3 stages:

I. Preparation stage. This corresponds to the literacy period of the 1st grade. As part of the lesson - 17-20 minutes - is allocated to it, it is called "reading activity outside the classroom". Its peculiarity is that the teacher chooses the work himself.

Extracurricular studies are closely related to the curriculum and closely support the goals and objectives of the curriculum. Forming the skills of working on books in children is an important factor in educating them in reading culture.

The work will be read by the teacher himself. Pupils should listen to the work, understand what they heard, evaluate them simply, determine the compatibility of the content of the work with the title, tell the content of the work. At this stage, students learn how to get acquainted with the book.

II. Initial stage. It corresponds to the 2nd semester of the 1st grade. This is a 45-minute lesson which is organized once a week at the stage. Before reading the work, the students get acquainted with the name of the work and its author, look at the pictures, and simply write the author and name of the work in their notebooks. The work is analyzed in an elemental way. A selected work (book) is taught to a well-read student after special preparation. Easy-to-read parts of the work can also be taught to students who read easily. It makes reading interesting.

At this stage, students read in syllables at different speeds. In this process, the teacher should approach each student individually, teach the little reader to read the book independently.

III. Basic level: Corresponds to the grades 2-4. In this period students' reading skills are strengthened. At this stage, students' learning outside the classroom is assessed. The assessment is based on the requirements of the program: attention is paid to participation in the general work of the class, the quality and quantity of the books read, and the ability to react to the book read. In this case, students read several works on a specific topic, read some parts of them expressively, and compare the works they have read.

Extracurricular study stages are determined by program requirements, educational tasks, and students' interests. For example, if the teacher reads a small work during the preparation stage, it is based on what was read and if conversation, retelling is conducted, at the elementary level, all students of the class are provided with the same book, all students work on one text. An exhibition of works by one writer or one topic is organized. It is also possible to assign reading within the work, prepare albums, show videos from films and slide films, conduct musical moments, draw creative pictures based on the content of the work, teach how to patch and wrap the book in order to save it. "Fairytale holidays", "Expressive reading contest" will be held.



Working on the analysis of the work will be expanded to compare what the students have read and they are taught to generalize and conclude. Role-playing is used. In the main stage, extracurricular lessons are held once a week in the 2nd grade, and once in 2 weeks in the 3rd-4th grade. Pupils are taught to read independently, they are introduced to the magazines "Guncha", "Gulkhan", the newspaper "Tong yulduzi", that is, they are introduced to the children's press.

At this stage, the works of Uzbek, Russian and foreign writers of different genres and topics are used. Additional staging is used. Students come to one lesson to read several works and share their thoughts about them. They draw pictures describing the characters. Evenings about the life and work of writers are organized. In this way, a reader who loves literature and can think independently is formed.

Today, because of the increase in information students have an unquenchable thirst for learning, independent thinking and scientific and creative research, unlimited interest in news and discoveries and demand for educational content which serves as the main motivation for the teacher to work on himself, improve his skills and further develop his consciousness, and be aware of all the innovations in the educational system.

In recent years, It is no exaggeration to say that new pedagogical technologies, innovations, new pedagogical-psychological concepts, interactive methods, which have been rapidly entering the education system, can be mastered and used by the teacher, and the content of education has been fundamentally changed.

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