

Organization of extracurricular work of students

Abdullayeva Ozoda Safibullayevna

Namangan Engineering Pedagogical Institute 100052, Uzbekistan
Telephone: +998903276666; E-mail: saida.beknazarova@gmail.com

Abstract: This article deals with the problem of teacher training bachelors training Engineering and Pedagogical University and the acquisition of psychological and pedagogical knowledge necessary for professional work. [Abdullayeva Ozoda Safibullayevna. **Organization of extracurricular work of students.** *Rep Opinion* 2016;8(6):92-94]. ISSN 1553-9873 (print); ISSN 2375-7205 (online). <http://www.sciencepub.net/report>. 3. doi:[10.7537/marsroj08061603](https://doi.org/10.7537/marsroj08061603).

Keywords: technology, organization of extracurricular work, students.

1. Introduction

To all of the above requirements for the organization of extra-curricular educational work could be implemented in practice, college teacher, you need to follow a certain sequence of its organization. During extracurricular work much room for creativity of the teacher in choosing the content, forms and training technologies. However, their implementation must be some common elements, first of all, you need to track the main stages of the implementation of educational activities. This study and the formulation of educational objectives extracurricular activities, training and simulation upcoming extracurricular activities, practical implementation of extra-curricular educational activities in the real pedagogical process.

2. Material and Methods

1. Study and formulation of educational objectives extracurricular activities. This step is aimed at studying the characteristics of each of the participants in extracurricular activities (for example, a class of circle or various activities) as a whole and identify the most urgent tasks for the implementation of effective educational influence. The purpose of phase - an objective assessment of educational reality, which consists in determining its positive aspects (the best in the students), and what needs to be adjusted, the formation and selection of the most important tasks. The study can be carried out by known methods of pedagogical research, leading among them at this stage it is to observe. With the help of monitoring teacher gathers information about students.

2. Preparation and simulation of the upcoming extracurricular educational work. This step is to construct a model of a teacher of some form of activity. Even talented teacher success of extracurricular work depends largely on the previous preparations. Therefore, for each type of extracurricular activities the teacher should be, above all, make a plan, methodically developed, modeled his

conduct. Ability to plan, is one of the key elements of the organization of extracurricular activities.

For example, planning of extracurricular activities may have the following structure: 1.Nazvanie. 2.Tsel, tasks. 3.Materialy and oborudovanie.4. Form of the. 5. Place 6. Plan of.

The name reflects the theme of extracurricular activities. It should accurately reflect the content. Preparation is advisable to start with a definition of educational and training goals and objectives of extracurricular work, the selection of the corresponding forms and of methods. In preparation for extracurricular activities (eg, circle organization for computer science, various events) is useful to take into account prior educational activity in this group of students and their results. The purpose of extracurricular activities should reflect the developmental, corrective, formative, educational function, thus learning function can act as one of the tasks. Obviously, only a message of new knowledge can not be the target of extra-curricular activities. Goals should be very specific and reflect this content. They should not be universal. The more specific and diagnosticity are formulated the purpose and problems of extra-curricular work, in order to be determined by the submission of the desired outcomes of the teacher. In accordance with the purpose, objectives, priority functions extracurricular activities specified content, selected specific forms, methods, means.

3. Practical implementation of extra-curricular educational activities in the real pedagogical process.

3. Results

To keep the interest and attention of students, any extracurricular activities must take place in an organized and dynamic. Much depends on the worker, readiness, knowledge, ability to be a good organizer, to show resourcefulness and flexibility in unexpected situations, to win over the audience, to establish contact with them. During the extracurricular

activities the teacher should take care of that all the participants at the time were on the ground, so as not to disappoint the technical means to the intended plan of work was maintained over time, and otherwise well-conceived, well-planned operation may be ineffective. For the efficient practical implementation in a variety of content and methods of extracurricular work, should follow the four main stages of their implementation.

1. Organizing the time (1 to 3 minutes).

Here it is necessary to switch students to extracurricular activities, generate interest in it, positive emotions. Effective switching pupils at extracurricular activities contribute to unconventional, entertaining material in the organizational aspects: the use of the problematic issue, playing the moment recording, etc.

2. Introduction (15-22 minutes).

It is necessary to activate the students to arrange their educational influence. The teacher determines how its pedagogical outlook coincides with the reality on the possibilities of students, their personal qualities, the level of awareness on the subject, emotional state, level of activity, interest, etc. At this stage, the teacher is required not only to captivate the students, but also to determine whether you need to make adjustments in the course of employment and of the nature they should be. Not to ignore this step because of the fear of the unexpected reaction of the teacher students what they can say or do is not what the teacher expects. In the introductory part shall be formed by the primary representation of students about the upcoming event, organized their activities (familiarity with the evaluation system, local circles-up exercises or activities, the division into teams). clear criteria for assessment, explained the necessary rules need to be given.

3. The bulk of the time should be the longest (25 to 40 minutes). Here is the basic idea of the realization of study circles activities or events. Common mistakes: teacher activity in the partial or complete passivity of students, lack of visibility and the general poverty of means and methods of use, etc. Educational effect in the implementation of extracurricular activities above functions, if students most active. The activation of students at extracurricular activities is of paramount importance to create a special emotional atmosphere that is different from the lesson. The effectiveness of the main body increases, if the teacher uses the maximum number of possible methods of forming behavior: exercise, game instructions. Combining students in teams in the organization of various activities, the teacher has to accommodate the students so that they can freely communicate with each other, the allocation of responsibilities so that everyone felt part of the team, but did not speak only

for myself. Giving time to complete the task, it is necessary to allocate a few minutes to discuss the team and ask a representative of the team, who will select the students. Only in this case the students have a common goal of, different functions and motives for cooperation. Methods of formation of consciousness should foster in students' beliefs, effective ethical concepts.

4. The final part (10-15 min).

It is necessary to determine how much was able to realize the idea of a class. Many teachers ignore that part or all boils down to questions like: "Like it?", "What is learned is new?". In the final part, it is desirable to apply the specific tasks of the test of character in an attractive form for students: crossword puzzles, mini-quiz blitz game situation, etc. to determine the primary results.. The acquired experience of students is desirable reduces their future profession, to discuss the various situations of the future professional activity.

5. Analysis of the work is aimed at comparing the generated model with the real embodiment, the identification of successful and problematic issues, their causes and consequences. A very important element for the further formulation of the problem of educational work. This step is very important to adjust the educational objectives, content, forms and further planning of extracurricular activities. Summing up the results of the educational events - an important point that is often overlooked. Here, the teacher should be concluded to assess the strengths and weaknesses of the work done. Analysis of the results of activities should be carried out systematically, since only by relying on the achievements you can successfully move forward to consolidate the best to get rid of the disadvantages. Regular analysis contributes to a better organization of work, encourages more serious about the assigned work, as its results and results do not go unnoticed, and subjected to evaluation. The analysis - also good education school observation, self-criticism, demands, formation of public opinion, the right attitude to criticism Teaching Excellence. Analyzing conducted Kruzhkova classes or activities should be, primarily, to record positive results, identify those techniques, conditions, methods that have led to success, to try to discover the causes of failures. Teaching analysis of the study circles activities, activities may be carried out in accordance with the following main criteria: 1) the presence of purpose; 2) the relevance of the theme and the present; 3) its focus; 4) the depth and scientific content, compliance with the age peculiarities of pupils; 5) trained teachers and pupils to work, organization and clarity of its implementation.

4. Discussions

To judge the quality of educational activities for students and can be reaction. Their attention, emotional attitude, interest in an event, activity or, on the contrary, indifference say about many things at once. More distant in time observing the behavior of the students, talk with them, questionnaires allow deeper to assess the effectiveness of the work done. Condition and results of extracurricular activities should be systematically discussed in the pedagogical councils.

Acknowledgements:

Foundation item: Namangan Engineering Pedagogical Institute (No.: 30768-roj-pub-20160604). Authors are grateful to the Namangan Engineering Pedagogical Institute

Corresponding Author:

Dr. Saida Beknazarova
Department of Audio visual technologies
Tashkent University of Information technologies
Uzbekistan, Tashkent, Mirzo Ulugbek region,
Akkurgan st, 35/7 100052, India
Telephone: +998903276666
E-mail: saida.beknazarova@gmail.com

6/5/2016