ENSURING THE CONTINUITY OF EXTRACURRICULAR ACTIVITIES IN TECHNOLOGY

To‘lqinova Xolida,
teacher TSPU
Normurodova Maftuna
student, TSPU

Annotation: The essence of extracurricular work. Extracurricular work is the organization by the teacher of various types of activities for schoolchildren during extracurricular time, providing the necessary conditions for the socialization of the child's personality. Extracurricular activities have a wide range of educational impact on the child. Consider these opportunities.

Key words: Personal experience, extracurricular work, Preparatory technical circles, pedagogical process, teaching, educating and developing.

Firstly, a variety of extracurricular activities contribute to the versatile disclosure of the child's individual abilities, which are not always possible to consider in the classroom. In addition, a variety of activities contribute to the self-realization of the child, increase his self-esteem, self-confidence, positive self-image. Secondly, inclusion in various types of extracurricular activities enriches the child's personal experience, his knowledge of the diversity of human activities, the child acquires the necessary practical skills and abilities. Thirdly, a variety of extracurricular activities contributes to the development of children's interest in various types of activities, the desire to actively participate in productive, socially approved activities.

If a child has a stable interest in work, combined with certain practical skills that ensure his success in completing tasks, then he will be able to independently organize his own activity. This is especially true now, when children do not know how to occupy themselves in their free time, as a result of which juvenile delinquency, prostitution, drug addiction and alcoholism are on the rise. It has been noticed that in schools where a variety of extra-curricular educational work is well organized, there are fewer "difficult" children and the level of socialization is higher. Fourthly, in various forms of extracurricular work, children not only show their individual characteristics, but also learn to live in a team, cooperate friend with a friend, take care of your comrades, put yourself in the place of another person, etc. Moreover, each type of extracurricular activity - creative, cognitive, sports, labor, play - enriches the experience of collective interaction of schoolchildren in a certain aspect, which together gives a great educational effect. For example, when children put on a performance, they get one communication experience - the experience of interaction, to a greater extent at the level of emotions. During the collective cleaning of the class, they gain experience in the distribution of responsibilities, the ability to negotiate with each other. In sports activities, children understand what "one for all, all for one", "feeling of the elbow" is. In KVN, belonging to a team will be perceived differently, therefore, the experience of collective interaction will be different. Thus, extracurricular work is an independent sphere of the teacher's educational work, carried out in conjunction with educational work in the classroom.

1.2. Goals, objectives and functions of extracurricular activities. Since extracurricular work is an integral part of educational work at school, it is aimed at achieving the general goal of education - the child's assimilation of the social experience necessary for life in society and

the formation of a value system accepted by society. The specificity of extracurricular work is manifested at the level of the following tasks: 1. The formation of a positive "I-concept" in the child, which is characterized by three factors: a) confidence in friendly attitude of other people towards him; b) confidence in the successful mastery of one or another type of activity; c) a sense of self-importance. A positive "I-concept" is the basis for the further development of the child's individuality. "Difficult" children tend to have negative self-image. The teacher can either reinforce these ideas, or change them to a positive perception of himself and his abilities. In educational activities, for many reasons (difficulties e(i.e. for a child, a large number of children in the class, insufficient professionalism of the teacher, etc.) it is not always possible to form a positive "I-concept" in each child. Extra-curricular work provides an opportunity to overcome the limitations of the educational process and form a positive perception of the child himself. 2. Formation in children of skills of cooperation, collective interaction. For speedy social adaptation, the child should have a positive attitude not only to himself, but also to others people. If a child, in the presence of a positive "I-concept", has the ability to negotiate with comrades, distribute responsibilities, take into account the interests and desires of other people, perform joint actions, provide the necessary assistance, positively resolve conflicts, respect the opinion of another, then his adult work activity will be successful. A completely positive "I-concept" is formed only in collective interaction.

3. Formation in children of the need for productive, socially approved activities through direct acquaintance with various types of activities, the formation of interest in them in accordance with the individuality of the child, the necessary skills and abilities. In extracurricular activities, the child must learn to engage in useful activities, organize them independently.

4. The formation of the moral, emotional, volitional components of the worldview of children. In extracurricular work, children learn moral norms of behavior through mastery moral concepts.

5. Development of cognitive interest. This task of extracurricular work reflects the continuity in educational and extracurricular activities, since extracurricular work is associated with educational work in the classroom and is ultimately aimed at improving the efficiency of the educational process The listed tasks determine the main directions of extracurricular work. The goals and objectives of extracurricular work give a specific character to the functions of a holistic pedagogical process- teaching, educating and developing. The learning function, for example, does not have the same priority as in learning activities. In extracurricular work, it plays the role of an auxiliary for more effective implementation of educational and developmental functions. The educational function of extracurricular work is not in the formation of a system of scientific knowledge, educational skills and abilities, but in teaching child’s certain behavioral skills, collective life, communication skills, etc. Great value in extracurricular work has a developing function. The developing function of extracurricular work is the development of the mental processes of the student, the development of individual abilities through the inclusion of children in appropriate activities, the development of inclinations, the interests of the child.

Noticing the child’s increased interest in something, the teacher can provide additional interesting information on this issue, offer literature, give instructions that lie in the student’s area of interest, create such conditions, in which the student receives the approval of the children's team for his competence on this issue, i.e. the teacher opens up new opportunities for the child and thereby strengthens his interests. The purpose, tasks, functions of extracurricular work influence the selection of its content.

In school practice, the following types of circles of technical creativity of students have developed: 1. Preparatory technical circles are created mainly for younger students. Here they deepen the elementary knowledge and skills acquired in the classroom in engineering and technology, work with paper, cardboard, tin, straw and other natural materials, making simple models of machines and mechanisms, educational visual aids, toys. As experience shows, classes in such circles serve as a good preparation for the subsequent involvement of children in technical and arts and crafts. 2. Subject (scientific and technical) circles unite middle and high school students. On the basis of school workshops, circles are usually created in carpentry, plumbing and turning, electrical and radio engineering, designing and sewing clothes, etc. The knowledge and skills that schoolchildren acquire here go beyond the scope of curricula, conditions for independent creativity are created.

3. Sports and technical circles - aircraft modeling, rocket and space modeling, auto and ship modelers, karting, railway modeling, etc. Students who are interested in sports modeling and technical sports are engaged in them. They study special equipment, make bench and functional models of aircraft, cars, ships, locomotives and other means of transport, get acquainted with the history and prospects for the development of technology, participate in competitions.

4. In production and technical circles, students study the design and operation of any widespread machines, devices or other technical objects (cars, motorcycles, combines, movie cameras, etc.), acquire the skills and abilities to manage them, care and maintain them. After completing the program, the student receives a certificate that facilitates the acquisition of a specific profession: driver, combine driver, projectionist, etc. 5. Mugs of arts and crafts and decorative arts cover students of all age groups who are engaged in the artistic processing of wood, metal, vines, bones, clay, macrame, knitting, embroidery, making toys from fabric, fur, working with leather, patchwork plastic, etc. Favorable conditions are created here for formation of aesthetic taste, development of creative individuality. Creative associations help to strengthen the connection between learning and life, the development of interdisciplinary connections, in particular between general education and special disciplines. The work of students in subject creative associations activates the educational process, improves the quality of education. The curriculum provides for the organization of all kinds of electives and creative associations of choice. They are developed taking into account the wishes and interests of schoolchildren and their parents. Practice confirms the feasibility of such additional classes. Among the mass events on technology, we will single out thematically evenings dedicated to significant dates in the field of science and technology, school competitions, competitions, exhibitions of creative works in technology, applied art. Scientific and technical evenings help in a bright, entertaining way to introduce students to some of the most important discoveries, inventions, modern achievements in various fields of production.

Their program includes messages prepared by members of the circles, a demonstration of technical devices (models, layouts, samples of the current technology, etc.), experiments, meetings with experts, quizzes on technology, etc. In recent years, scientific and technical evenings of students in the form of KVN, "Brain Ring", which bring the spirit of competition to work, have become widespread. The school Olympiad in technology is usually held on the basis of educational workshops. In the course of it, students compete in solving technical problems, performing technological operations.

A competition of creative projects is being held. In schools (classes) with in-depth labor and vocational training competitions in professions retain their importance. We emphasize that any competition, competition requires good organization, clear requirements and criteria for evaluating the work of participants. Exhibitions of technical and arts and crafts in schools

show the specific achievements of specialized circles and individual students, and contribute to the involvement of many schoolchildren in this work. A few months before the exhibition, the school principal issues an appropriate order within indication of its problems, the nature of the participants, the timing and responsible persons.

By this time, a fair-sale of children's works can also be timed. The subject week on technology is designed to draw the attention of students to this field of knowledge, to show their progress in studying it. The plan for its implementation is usually approved by the school management. Each day of the week has its own focus and may include comprehensive (with the involvement of teachers of other subjects) lessons, quizzes, competitions, excursions, exhibitions, etc. Extra-curricular work with students is built on a voluntary basis, does not tolerate boredom and over organization. It is designed to give scope for the development of their creative initiative and imagination, to arouse in them a keen interest in what they are studying and the desire to better master knowledge and skills.

List of References

1. Mirziyoyev Sh.M. We will build our great future together with our brave and noble people. - T .: “O’zbekiston”, 2017. - 488 p.
2. Mirziyoyev Sh.M. Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis. –T: “Uzbekistan” NMIU, 2018.-88 p.
3. Law of the Republic of Uzbekistan "On Education" dated September 23, 2020 No 637. National Database of Legislation, 24.09.2020, No. 03/20/637/1313.
4. Azizhojayeva NN, Pedagogical technology and pedagogical skills - T .: Literary Fund of the Writers' Union of Uzbekistan, 2006.
5. Omonov H.T., Khojayev N.X., Madyarova S.A., Eshchonova E.U. Pedagogical technologies and pedagogical skills. - T .: Economics and Finance, 2009.
6. Yuldashev J.G., Usmanov A.S. Basics of pedagogical technology. - T .: Teacher, 2004. 31 p.
7. Bagbekova, L. (2020). Distance education system as a new form of teaching. Theoretical & Applied Science, (9), 12-14.
8. Kadirbergenovna, B. L. (2022, February). Massive open online course basic requirements for digital educational resources. In Conference Zone (pp. 187-190).
9. Bagbekova, L. (2019). Opportunities of massive open online courses. *European Journal of Research and Reflection in Educational Sciences Vol*, *7*(12).
10. Kadirbergenovna, B. L. (2019). The importance of independent education in education system. *Педагогика ва психологияда инновациялар*, (5).
11. Elmurzaevich, M. A. (2022, February). Use of cloud technologies in education. In Conference Zone (pp. 191-192).
12. Kadirbergenovna, B. L. (2022, February). Create 3d graphics with the hand of 3d max software. In Conference Zone (pp. 206-208).
13. Абдурахманова, Ш. А. (2017). Развитие педагогической науки в Республике Узбекистан. Молодой ученый, (1), 428-430.
14. Otaboevich, K. M. (2021). Model of Developing Ideological Competence in Students. *Annals of the Romanian Society for Cell Biology*, 1284-1292.
15. Sh.A.Abduraxmanova, & X. Jo‘rayev. (2022). Modern web technologies used in professional education. Conference Zone, 178–179. Retrieved from
16. Shahnoza, A. (2019). About one aspect of the development of students’intellectual skills using multimedia interactive tests. European Journal of Research and Reflection in Educational Sciences Vol, 7(12).

17. Bagbekova Laylo Kadirbergenovna. (2022). Teaching computer graphics as a pedagogical problem on the basis of massive open online courses in information conditions. *World Bulletin of Social Sciences*, *8*, 71-74.
18. Shaxnoza Abduhakimovna Abduraxmanova. (2022). Individualization of professional education process on the basis of digital technologies. World Bulletin of Social Sciences, 8, 65-67.
19. Khojaev Munis Otaboevich. (2022). Legal fundamentals of developing ideological and ideological competence in students. World Bulletin of Social Sciences, 8, 96-100.