

**THE ROLE OF EXTRACURRICULAR ACTIVITIES IN THE  
EDUCATIONAL PROCESS, ITS IMPACT ON THE MOTIVATION TO  
LEARN A FOREIGN LANGUAGE**

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**Abstract:** In modern socio-economic conditions, perfect command of a foreign language is becoming increasingly important. The study of languages is given more and more programmatic study time not only in schools and universities, but also in kindergartens. Therefore, in our time it is extremely important to think about the task of early schooling of this subject and the possibilities of its implementation, because in society there is a great need for specialists with a high level of language training.

**Key words:** teaching a foreign language, students, education, motivation, educational material, methods, communication, interactive.

The relevance of this work is that the method of teaching a foreign language still covers all issues of learning a foreign language at an early stage and acute questions are how to help the learner as soon as possible to overcome the language barrier and instill in him a love of a foreign language. This paper takes into account the fact that the later the learner begins to learn a foreign language, the more difficult the learning process. The work meets modern requirements for methods of teaching a foreign language. It addresses the problems of maintaining student interest in learning and foreign languages in particular.

It is no secret that in our fast and changing times an important part of social development is the education system as a whole and education as a stage of education of the younger generation, during which the basic skills needed for further education are formed. The rate of increase in the volume of educational material indicates the conditions for teaching methods of students. And often these methods focus on the amount of material assimilated, not on quality.

Of course, this approach does not contribute to the successful assimilation of software and increase the level of knowledge. On the contrary, material that is poorly mastered by students cannot be a reliable basis for learning new knowledge.

It is very important to create in the process of teaching pupils a foreign language such conditions that the material is learned naturally, that learners learn easily, with interest and desire, without undue strain of emotional, volitional and intellectual forces. To facilitate the process of teaching a learner a foreign language, it should be as close as possible to the process of mastering the native language. You can't start learning a foreign language before you have a solid foundation for your native language.

Extracurricular activities are a good incentive to learn a foreign language, because they create conditions in which students in practice use a foreign language as a means of communication.

The question of the role of extracurricular activities in the educational process, its impact on the motivation to learn a foreign language is very relevant in connection with the need to find more modern forms and methods of work to improve students in all subjects, including foreign languages , as well as the need to strengthen educational support for students in the learning of various school subjects.

Extracurricular activities contribute to the formation of positive motives for educational and cognitive activities of students, increase the level of language proficiency, wider acquaintance of students with the cultural and socio-economic life of the world, stimulates students' independent work on language.

Well-designed extracurricular activities improve the quality of students' knowledge, help consolidate, expand and deepen this knowledge, further improve their speech skills and abilities and create conditions for a comprehensive approach to the education of students, develop their creativity, initiative and independence.

The classes prepare mini-performances of fairy tales known to students. The main material for the classes is the educational and methodical complex of A. Gergel's textbook "Let's Go With Us", which is a very successful development not

only for elective classes, but also an excellent material for dramatization, which is organically related to educational work, but does not duplicate her .

At the present stage of development of the methodology there are many methods of teaching a foreign language. But the most effective and efficient Methodists call the natural method, i.e. learning a foreign language takes place under the same conditions as the acquisition of the native language [1., 26].

Given the psychological and physiological characteristics of learners, the best way to start learning is a play situation.

The game is one of the oldest, still relevant teaching methods. In different learning systems, the game is given an unusual place. This is determined by the fact that the game corresponds to the nature of the learner. The learner from birth to adulthood pays great attention to games. Learners are happy to invent games themselves, with which the most banal, household items are transferred to a special and interesting world of adventure [2, p. 102].

Satisfying the learner's need to play, incarnate, move, the teacher provides conditions for learning a foreign language. This form of learning does not deplete the learner's nervous system and body, but is realized mainly through involuntary processes of perception and memory. Since the game, which covers the element of competition, motivates speech activity, and motives are factors that activate mental processes, it has a positive effect on the mental development of the learner. The game promotes the development of classifying perception, random attention and memory, as well as language, communication skills, intellectual growth.

To do this, it is necessary to find an image of someone whom learners will trust, whom they will not be afraid of, whom they will perceive as a real being and, finally, whom they will love. To find such an image, the teacher will need imagination. It is most effective to use a doll dressed in a national costume or a soft toy - bright, cute, colorful, just the kind that would interest learners and cause positive emotions - surprise, admiration. In the first lesson there is an acquaintance. Students must first be informed that this is a guest who has come from Germany or England and wants to teach them their language.

At the same time, play activities as a means of forming and improving knowledge, skills and abilities in the process of learning a foreign language should be aimed at forming and improving not only aspects of language but also speech mechanisms (speaking, listening, reading and writing skills).

The next help to the teacher will be handouts - the main component of the educational and methodological complex for. It is a set of subject, plot, thematic pictures, drawings, intended for work both in class and at home. Every student should have this set. Learner's thinking is specific, so it is important to illustrate the new material.

The effectiveness of the learning process in early school age is determined by the child's willingness and desire to participate in intercultural communication in the language being studied. This is possible if the main form of school activity is live active communication with the teacher and with each other. An important factor in learning a foreign language by young children is the playful moment of learning. Play at school age is still important in a child's life. For her, the game is not only an interesting way to spend time, but also a way to model the external adult world. It is very important to plan the learning process based on the psychological, physiological and physical characteristics of students of this age, because the child gets tired quickly.

In the process of learning a foreign language in school, reading, like oral speech, serves as a goal and a means: students must master reading as a source of information and use reading to better master the language and speech material. When choosing texts, it is necessary to take into account the interests, experience, previous knowledge and age characteristics of students. The stage of preparing students to read the text should be carried out on lexical and grammatical material, which was previously learned orally, and the text should correspond to reality.

Both reading and writing use the same graphic system of language, which should be taken into account when learning a foreign language and develop these types of speech activities and relationships, and especially at the initial stage. The

role of writing in foreign language teaching is smaller. Exercises can be used to train students in writing coherent statements on visual or verbal support.

Mastering speech skills is carried out in several stages. At the first stage the child gets acquainted with the meanings of language units, at the second stage he realizes and remembers verbal expressions, and at the third and last stage the child masters active speech.

At the present stage of development, the education system is characterized by a gradual transition to personality-oriented cooperation, where the learner is given an active role as a subject of educational activity. That is why it is necessary to use non-standard technologies in the educational process, intensify pedagogical research, improve skills, introduce innovations. The project approach helps to strengthen the individualization of the learning process, finding the optimal combination of theory and practice, updating existing knowledge and skills of students.

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