

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

**Rejapov A.** *Teacher of department of foreign languages, faculty of agro engineering and hydro melioration, Andijan Institute of Agriculture and Agro technologies, Andijan, Uzbekistan*

**Abstract:** As a result of the analysis it was possible to solve the tasks that were set in the introduction to the course work. Learning skills of listening, reading, writing and speaking should be carried out in a complex, because all types of speech activities are interconnected.

**Key words:** Learning skills of listening, reading, writing and speaking, students, learning, lesson, methods, practical, developmental, educational.

Listening as a type of speech activity plays an important role in achieving practical, developmental, educational and upbringing goals at the initial stage. It serves as an effective means of learning a foreign language. An important component of the content of listening training is the psychological component - bringing the perception and understanding of the sound of a foreign language to the level of skills and abilities [4, p. 25]. Listening is a speech skill, i.e., students receive basic content information in a foreign language through the auditory channel. This skill should be developed from the first year of learning a foreign language. And this can be ensured by a high level of phonetic, lexical and grammatical skills. Listening skills are formed mainly through the accumulation of words and structures of a foreign language, at the level of skills in direct communication between the teacher and the class, the use of special texts or sound slides to obtain information, to solve specific speech problems, and in mutual understanding when students listen each other. The program provides a listening time of no more than half a minute. The text should be accompanied by pictures. If, after listening, there are tasks to fill in the blanks or answer questions, they

should be in front of the students. Text comprehension can be tested with error pictures so that students can identify where the error is.

In the process of learning a foreign language in school, reading, like oral speech, serves as a goal and a means: first, students must master reading as a source of information, and secondly, use reading to better master language and speech material.

The use of reading as a source of information creates the necessary conditions to stimulate interest in learning a foreign language at school. The student can satisfy it on his own, because neither the interlocutor nor the listeners are needed for reading, only a book is needed. Mastering the ability to read in a foreign language makes it possible and possible to achieve educational, educational and developmental goals of studying this subject.

Teaching reading should be based on lexical and grammatical material, which was previously learned orally. It is expedient to bring students to the topic of the text itself, exercises for arranging or reconstructing with the help of linguistic guessing of the “destroyed” text, etc. All this will give an idea of the text, prepare students for the basic perception. The use of visual aids - drawings, paintings, maps, diagrams, etc. - facilitates comprehension of the text and often becomes a stimulus to speech. When choosing tasks for the development of listening and reading skills, we must take into account their nature: intensive, global or selective. Tasks should be formulated clearly before students begin to listen to the text. Questions, tests, text with gaps should be in front of your eyes. All exercises before listening or reading the teacher should form so as to prepare students for productive creative interpretation of the information [2]. These can be a variety of tasks: to form a dialogue, to stage a given situation, to continue the story, to come up with an ending, to assign roles and describe the situation from the point of view of each actor, to write a letter to a friend.

A game is offered, the goal is to improve reading skills. The class is divided into two teams. All team members receive a text card from the teacher. Students do not read the text aloud for some time. Then the teacher offers to find in the text and

read the sentence with the word he utters in his native language. The student who first finds the right sentence raises his hand and reads it. The team whose members found the largest number of such sentences wins.

Training should be provided not only in the classroom, but also in extracurricular activities. Extracurricular reading aims to form in students healthy reading interests, to develop a culture of reading. The teacher must explain to learners and their parents what and how to read, how much time to spend on extracurricular reading, depending on the age and individual characteristics of students [1]. It is important that reading is systematic. When drawing up an individual reader's plan, the requirements for reading in a particular classroom should be taken into account. It is advisable to hold conversations on the basis of the books read, during which students will have the opportunity to exchange views on favorite works. It is useful to teach students to write reviews of books read.

It is desirable to have a library in the classroom. It can consist of school library books and students' personal books. The psychological aspect of the importance of such a library is that books are constantly in the field of view of students. Students who read little and those who read unsystematically need special attention. Books should be purposefully selected for them.

Reading is closely related to other types of speech activity. First of all, it is related to writing, because both reading and writing use the same graphic language system. This should be taken into account when learning a foreign language and to develop these types of speech activities and relationships, and especially at the initial stage. It should be borne in mind that the role of writing in foreign language teaching is much smaller. You can train students in writing coherent statements on visual or verbal support with the help of the following exercise-game. Attached to the board is a picture or series of pictures that students should use to write a coherent story over a period of time. The winner is the student who writes the largest number of logically combined, grammatically correct sentences according to the content of the pictures. A simplified option may be to write a letter to a friend or a greeting card on the occasion of the holiday.

When learning a foreign language, pupils first of all want to learn to speak. Even the minimum number of speech units they learn in the first lessons already allows them to feel the communicative function of language, which immediately has a positive effect on learning motivation, without which it is impossible to master a foreign language.

Mastering speech skills is carried out in several stages. At the first stage the learner gets acquainted with the meanings of language units - simple (the learner learns how an object, phenomenon or action is called a foreign language) and complex (words-sentences). Composing learner's sentences of two or three words promotes syntactic learning - in the form of grammatically integrated into one semantic whole individual language units. The second stage is passive speech. This is the awareness and memorization of verbal expression, i.e., multiple comparisons of the learner's language unit with the relevant objects and phenomena of reality. And the third and last stage is active speech, i.e., the use of words or expressions in speech [2]. This stage determines the level of formation of speech skills.

Modern programs have requirements for reading, writing, listening, dialogic and monologue speech. The main criteria are the quantitative and qualitative characteristics specified for each class. When teaching primary school learners all four types of speech, one should remember the peculiarity of their psyche. The dominant form of learning should be the game [1]. The material must be carefully selected. It should be interesting and pursue educational, educational and developmental goals.

Prerequisites for successful learning of foreign languages by junior students are psychological, physical and physiological characteristics of primary school children, including brain plasticity, flexibility of brain speech mechanisms that promote fast and high-quality memorization, based on which easily translates into different communication situations, pronounced imitative abilities, which are supported by the ability to imitate. It is important that each student be the main

actor in the lesson, feel free and comfortable, take an active part in discussing the topics of the lesson.

Physical education moments, accompanied by rhymes, give children the opportunity to move. This not only coincides with the needs of age, but also significantly accelerates the process of learning a foreign language. However, it is important to rely not only on games, but also on expanding cultural boundaries and trying to learn about the world, which determines the practical significance of a foreign language for younger students. Each lesson should be well thought out and pursue, in addition to the practical purpose, educational, educational and developmental goals.

In modern methods there are many different forms and methods that help to implement the main task - the practical application of students' acquired skills in a communicative situation, based on personal experience, personal opinion, prior knowledge and imagination, modeling their behavior according to the situation. Therefore, when choosing texts, exercises and tasks, it is necessary to take into account the interests, experience, prior knowledge and age characteristics of students [4]. If a text to read or listen to does not correspond to the reality that students encounter (or could imaginatively face) in their own lives, it is unlikely that such a text will be productive for processing and further interpretation, a task that develops unprepared spontaneous speech.

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