

## **ORGANIZATION OF EXTRACURRICULAR ACTIVITIES IN A FOREIGN LANGUAGE**

**Achilova R.T.**

UzSWLU, EFL Teacher

### **ABSTRACT**

*This article provides a detailed overview of the ECA in FLT. And also it provides examples and clear analysis of how important it is to apply this method to life as well as to teaching process. Extracurricular activities in foreign languages are essential in the education process. They complement foreign language classes, expanding and deepening students' knowledge and skills. Most importantly, students' interest in foreign languages will increase. Organizing and conducting extracurricular activities in a foreign language can help improve the educational process.*

**Keywords:** *Extracurricular activities, knowledge, skills, extra academic activities, FLT, educational methods.*

### **АННОТАЦИЯ**

*В этой статье представлен подробный обзор “ECA” в “FLT”. А также приведены примеры и четкий анализ того, насколько важно применять этот метод как в жизни, так и в процессе обучения. Внеучебная деятельность по иностранным языкам имеет важное значение в учебном процессе. Они дополняют занятия по иностранному языку, расширяя и углубляя знания и навыки учащихся. Самое главное, повысится интерес учащихся к иностранным языкам. Организация и проведение внеклассных занятий по иностранному языку может способствовать совершенствованию учебного процесса.*

**Ключевые слова:** *внеучебная деятельность, знания, умения, внеучебная деятельность, методы обучения.*

### **INTRODUCTION**

Extracurricular activities are any activities which are not part of the regular school curriculum. The term appeared in the 19th century in European and northern American schools and universities, although some examples of extracurricular activities such as contests and dramas dating back to ancient Athens and Sparta. Use of extracurricular activities today to improve students' communication, social and artistic skills. They are usually educator supervisors insist on guiding students to specific behaviors and skills with proper student growth improving their self-confidence, intelligence and personality. There are a variety of clubs and

organizations available to students at the university, including academic, athletic, community service clubs, performance organizations, cheerleading clubs, social fraternities and sororities, and volunteering. The term ECA has a generally accepted definition, and whenever researchers try to define it, they describe it in the form of activity examples. Some researchers even use synonyms like "extracurricular experience" to describe extracurricular activities. All the education professionals have agreed that extracurricular activities are important in academic life. These activities keep students refreshed both physically and mentally. They also learn multitasking through it. The team spirit in the students is also strengthened by these activities. These ECA can help you find out what interests you in language learning. When they have the opportunity to choose from a number of ECAs, they gravitate towards those that match their interests and comfort levels. Nowadays nobody can realize how important and necessary it is to carry out various extracurricular activities in a foreign language with students. In recent years, the methodological literature has published a number of articles and collections in the field of extracurricular activities of students and advanced foreign language experience of the students. The development of the individual characteristics of the students is undoubtedly one of the most important tasks of extracurricular activities. However, working with students who are particularly interested in learning foreign language is poorly covered in the methodological literature, and students face difficulties in choice of organizational forms of work with such students. When teachers are working with students in extracurricular activities, they are usually able to solve general educational and pedagogical problems as well as the specific challenges faced with the lessons. However, the type of extracurricular and extracurricular work makes it possible to recognize the specific tasks that students face. First of all, the lack of interest and strict coding requirements for students are "voluntary Participation in this work allows the teacher to create a broader environment in the classroom than ever before different language environment that improves students' speaking skills. Conversations with strangers, tourists, volunteers, communication with people who have traveled abroad or who speak a fluently foreign language or strict attendance at meeting nights, watching undubbed films, cartoons and other similar forms of verbal communication for students to use as a practical tool .

## **DISCUSSION AND RESULTS**

What should be the main purpose of extracurricular activities? In the practice of schools, this question is interpreted in different ways. In our opinion, the main

attention should be directed to the development of speech and skills of listening, reading and understanding of the text and the form of work with them cultivation should only complement the classes, which are mainly carried out outside the classroom and outside the school. We propose this idea based on the following considerations:

1. First, developing speech in a school setting is a particularly difficult task for a teacher because it takes a lot of time to practice. Since there is relatively little time for language learning at school, it is a good idea to take every opportunity to practice speaking.

2. Second, the improvement of oral communication requires the fulfillment of certain conditions, in particular, the presence of people (at least one person) who know the language being studied. Therefore, oral assignments cannot usually be performed by students outside of school or other learning centers. Reading and comprehension of the text can improve skills by doing homework independently, which should be monitored regularly by the teacher, of course.

The experience of advanced teachers shows that these types of skills and competencies vary depending on the stage of teaching in the classroom and extracurricular activities. The knowledge, abilities, and competences that children have gained in the classroom can be increased through extracurricular activities, but the major objective anticipated from extracurricular activities is not to transmit new knowledge, language acquisition skills, or talents. In this regard, the following query is raised: as to whether the talent can be applied in a standard that acts as a foundation for skill development. Experience has demonstrated that material is the primary foundation for improving skills and competences that students are accustomed to. However, because the lesson's thematic scope cannot be increased, even if the linguistic material is limited, without expanding the vocabulary (refusing to do so impacts the linguistic content is extremely scarce (given the pupils' enthusiasm). The usual classrooms and desks are also not needed. The teacher meets with the student in a setting that is more relevant to the topic of the lesson than the solution of the problem. Such a place can be a hall, school garden, park, cinema, museum and so on. Extensive use of games helps to ensure that extracurricular activities are enjoyable. Games are an important tool in children and can be used at any stage of foreign language teaching. But the nature and content of the game should be appropriate to the age characteristics of the students. Another requirement in the field of content of extracurricular and extracurricular activities is that these works should be related to the material of other subjects. This connection is reflected in the

definition of the topics of the conversation circles, the organization of excursions in a foreign language in connection with the study of relevant educational material on history, geography and literature. For example, excursions to museums of local lore, theater, cinema and etc. This is another requirement for the organization of ECA, in particular, it is necessary to focus on the voluntary and active participation of schoolchildren. Students choose a form of extracurricular activity based on their needs and interests. However, the student voluntarily assumes certain responsibilities while declaring participation in clubs, nights, competitions, etc., the fulfillment of which is strictly monitored by the teacher. In teaching the English language the learners are not expected to know not only the languages, but also the culture of the nation which language he or she is learning. In order to gain this aim, we suggest that teachers should carry out the extracurricular works and activities. ECA in foreign languages becomes more and more popular.

### **CONCLUSION**

Cooperative learning groups are typically made up of students or language learners with heterogeneous backgrounds and abilities. By working together to succeed in groups, they learn to appreciate differences in skills, aptitudes, learning styles, personalities, goals and interests. It also helps them to reach higher academic achievement levels. Extracurricular activities usually take three main forms, depending on the number of participants; held in mass, circle and individual forms. Each of them is divided into many types depending on the content and nature of the transfer. Here are some of the main ones, which are widely used in the development of students' speaking skills and abilities. In recent years, as an extracurricular activity in the teaching of foreign languages in EI of Uzbekistan.

### **REFERENCES**

1. Hu, Zhuanglin (2008). English Education Florilegium. Shanghai: Foreign Language Education and Research Press.
2. Hymes, D. H. (1972). On communicative competence. Harmondsworth: Penguin.
3. Jacob, E., Rottenberg L., Patrick S. & Wheeler E. (1996). Cooperative Learning: Context and Opportunities for Acquiring Academic English. TESOL Quarterly, 30, 253-280.
4. Judd, E. L. (1978). A Need for Reevaluation of Existing Assumptions. TESOL Quarterly, 12 (1), 71-76.
5. Lewis, M. (September, 2000). Learn English Vocabulary Games and Tests for Vocabulary. Retrieved December, 2007, from <http://www.learnenglish.de/>