

ORGANIZING LESSONS OUTSIDE THE CLASSROOM A MODERN APPROACH.

Azizova Zebo Dilshodovna

Shakhrisabz city, 22-general.

secondary school teacher.

Abstract: *This article discusses the extracurricular reading program, the primary education system, tasks, cultivating a reading culture in students, multimedia, a teaching aid, knowledge, skills, competence, competence and conducting reading classes using new pedagogical technologies.*

Key concepts and phrases related to the topic: *curriculum, textbook, multimedia, a teaching aid, knowledge, skills, qualifications, competence.*

Extracurricular activities are closely related to the curriculum and closely support the goals and objectives of the curriculum. To do this, it is necessary to cultivate a reading culture in students, to raise them from ordinary readers to the level of creative readers. Developing children's skills in working with books is an important factor in cultivating a reading culture in them. Extracurricular activities are held once every two weeks and are held during certain school hours. Literary works, when read independently and sequentially, serve to expand and form the students' worldview.

Reading outside of class serves to determine the chronological content of a work by looking at books, covers, title pages, introductions, table of contents, and drawings by an unfamiliar author. Instilling in children a love of good, hatred of evil, developing coherent speech, cultivating literary and aesthetic thinking - this is the essence of reading classes.

The stages of extracurricular work, program requirements, and learning objectives are determined by the interests of the students. For example, at the preparatory stage, the teacher reads a short work, and a discussion and retelling of what has been read takes place. An exhibition of works by one writer or one topic is organized. A work can be assigned for reading inside, albums can be prepared, excerpts from films and slides can be shown, musical moments can be held, creative pictures based on the content of the work can be drawn. In this process, they will be taught how to patch and wrap a book to save it, and will hold **"In the World of Fairy Tales", "Expressive and Speed Reading Competition"**. Questions and tasks in extracurricular reading classes in elementary school are classified by purpose as follows:

- 1. Questions and tasks on learning and retelling the content of a work.**
- 2. Questions and tasks related to learning and mastering the language of a work are also used.** If the teacher aims to help students understand the idea of a work,

the question will be in the form of cause and effect. **"Is it easy to be polite?"** Anvar Obidzhan idea of a fairy tale (4th grade) students

to introduce the etiquette of greeting, to cultivate a culture of behavior. In order to determine the main idea of the tale, the teacher should use questions such as **"Retell in your own words the words of greeting that Anvar Obidzhon wanted to say", "Why did the goat advise the mouse?", "Express the turtle's opinion about the mouse"**. It is possible.

By the end of the Key Stage, it is essential that young learners have acquired good reading skills and the competencies needed for active reading and, most importantly, that they have developed a love of books and independent reading. There are also auxiliary forms of extracurricular learning management that ensure that all work is organized consistently. Create conditions for extracurricular learning activities. These include:

1. Book promotion. A list of works recommended for extracurricular reading is posted in the classroom or in a special place in the school, periodically updated, supplemented, exhibitions are organized. The teacher organizes special talks.

2. Individual support and daily inspection. A talk will be organized about the books read by the students, the books read will be taken into account. Personal opinions are determined, home libraries are introduced, parents are interviewed.

3. Community service related to extracurricular learning. Literary fairy tales, quizzes, meetings with writers, literary excursions are organized, special preparation is carried out for them.

4. Registration in the library. First-graders become library employees on the recommendation of the teacher. In this process, it is advisable for the teacher and the librarian to work together.

5. Accounting for what students have read. He uses his reading diary. First-grade students write down their first name, last name, and book title in their reading diary starting from the second semester, and in the second grade they add the place and year of publication. In grades 3-4 they can write a summary of the book they have read and add a review and their own comments.

According to today's requirements of reading methodology, a student should be able to read and study works of art of various genres, to understand their essence and artistic features, to be able to draw appropriate conclusions and freely and fluently express their opinions. rise to the level

The reader will gradually understand who and for what purpose this or that work is intended. The writer will find answers to questions about what possibilities of artistic words he uses to implement his ideological goal or how it can be used to revive life events and people. With the help of artistic imagery, students should form literary concepts based on certain norms and systems. The same requirement is imposed on

the study of individual topics and literary works in the current curriculum, which students can achieve only by mastering literary concepts.

REFERENCES:

1. Abdullaeva K. et al. Reading lessons in the 2nd grade. - T.: Teacher, 2009. - 266 p.
2. Umarova M., Sh. Khakimova. Reading lessons (for the 3rd grade). - T.: Cholpon, 2008. - 126 p.
3. Gafarova T., Gulomova H. Reading lessons in the 1st grade. - T.: Shark, 2003. - 126 p.