

## Modern Approaches to Extracurricular Lessons

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### ABSTRACT

*The following article discusses the importance of modern extracurricular activities in the primary school, its possibilities and features.*

**Key words:** *reading, creativity, competence, extracurricular reading, quality of education, life skills.*

### I. Introduction

Today education system requires important social and professional qualities of a teacher's readiness for innovative activities, which are assessed by their ability to organize the educational process on the basis of modern approaches.

The organization of extracurricular reading lessons in the primary school on the basis of modern approaches helps to develop personal qualities and life skills of learners.

Extracurricular activities in the primary grades are closely connected to the curriculum and help to achieve the goals and objectives set out in it. This requires cultivating a culture of reading in students, raising them from ordinary readers to creative readers. The formation of children's ability to work on books is an important factor in cultivating a culture of reading in them. Extracurricular activities are held every two weeks and use the hours allotted for reading. Literary works, if reads independently and consistently, serves to broaden and to form the worldview of students. Extracurricular reading serves to determine the calendar content of a work by looking at the books, cover, title page, introduction, table of contents, and pictures of an unfamiliar author. The love of good, the hatred of evil, the development of connected speech, the development of literary and aesthetic thinking are the essence of reading lessons.

### II. Main Part

On the one hand the organization of extracurricular reading lessons on the basis of modern approaches depends on the novelty and reliability of information, on the other hand the sincerity and effectiveness of communication, exchange of information, communication processes and friendly relations between students give better results. Their imagination and competence in a particular direction will also depend on the level of formation and development. The goal plays a key role in the formation of the relationship between them, that is, in the exchange of information, in the formation of the relationship in some way (positive or negative), which in turn determines the development of the teacher's professional competence.

Extracurricular activities, program requirements, and educational tasks are determined by students' interests. For example, in the preparatory stage, if a teacher reads a small work, talks about

what has been read, retells, in the beginning the whole class is provided with the same book, all students have the same text and work on them. There will be an exhibition of works by one author or one subject. The work can be read aloud, albums can be made, excerpts from films and slides can be shown, musical moments can be held, and creative pictures can be drawn on the content of the work. In the process, students will be taught how to patch and wrap the book, and will host events and evenings such as "Fairy Tale Festival", "Expressive Reading Contest", "My Hero", "In the World of Fairy Tales" and "Fairytale Children". By the end of the basic phase, it is important for young students to acquire the good reading skills and competencies needed for an active reader, and most importantly, to develop their love of books and independent reading.

One of the tasks of the methodology is to select books for reading outside the classroom, to recommend a list of books to read, to develop samples of the annual curriculum and lesson structure. The following principles apply to the selection of books for extracurricular reading:

	<b>CRITERIA</b>	<b>CONTENT</b>
	Book promotion	The list of works recommended for extracurricular reading is posted in the classroom or in a special place of the school, which is periodically updated, supplemented, and exhibitions are organized. The teacher conducts special interviews.
	Individual care and daily checkups	Students will be interviewed about the books they have read, and the books read will be taken into account. Personal opinions are identified, home libraries are visited, and parents are interviewed
	Extracurricular activities	Literary fairy tales, quizzes, meetings with writers, literary excursions are organized, special preparations are made for them
	Subscribe to the library	First graders become members of the library on the recommendation of the teacher. In this process, it is advisable for the teacher and the librarian to work together
	Keep track of what students read	It uses their reading diary

From the second semester onwards, first-graders write the author's name, surname, and book title in the reading diary, and in second grade, the place and year of publication. Students in grades 3-4 can write a summary of the book they have read and add comments and feedback.

The main form of extracurricular learning guidance is special extracurricular reading lessons. Such sessions are free lessons. Extracurricular reading lessons develop students' reading interests, knowledge, aesthetic impressions, perception of artistic images, and creative abilities; develops active readership skills and competencies. Extracurricular activities focus on increasing student engagement, so their construction is very diverse. Each lesson is the work of the teacher and the student; the more diversity and vitality is achieved in the lesson, the easier it will be to achieve the goal. However, extracurricular activities are subject to certain requirements in order to achieve their goals. They are:

1. Books read by students are taken into account in each lesson. They bring the books they have read and read to the class, two or three students talk about the book they have read, and there is an exchange of ideas in the classroom (which can continue outside of class).

2. New books or works are recommended for each lesson. Forms of recommendation vary, such as exchanging ideas, showing a book, organizing an exhibition in the classroom, reading an excerpt from a recommended book to engage students, showing pictures, or showing a film can be as well.

3. Students can be taught the whole lesson in each lesson. If the work is larger, it will take two or three lessons. Students can read aloud a passage from a book they are reading. This process involves reading aloud, memorizing poetry, and role-playing.

4. The analysis of the work read in each lesson is carried out by the method of conversation. "What did you like about the book?", "What can you say about this book?" and students' creative and independent storytelling skills.

5. Each lesson develops a certain new reading skill: collecting information about the author, telling what it is about based on the title of the book, preparing exhibitions on the works read, writing reviews of the work, albums preparation, keeping a reading diary.

6. Each lesson begins with an introductory conversation and creatively uses all the methods used in the classroom reading lessons.

7. In each lesson there is a generalizing, concluding discussion on the analyzed works. Generalization is facilitated by exhibitions, album creation, and photo applications.

There are also auxiliary forms of extracurricular learning guidance, which ensure the coherence of all activities and create conditions for extracurricular classes. Such forms include:

1. Promoting books. The list of works recommended to the extracurricular activities will be posted in the classroom or in a special place of the school, which will be periodically updated, supplemented, and exhibitions will be organized. The teacher conducts special interviews.

2. Individual care and daily check-ups. Students will be interviewed about the books they have read, and the books read will be taken into account. Personal opinions are identified, home libraries are visited, and parents are interviewed.

3. Public works on extracurricular lessons. Literary fairy tales, quizzes, meetings with writers, literary excursions are organized for them.

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

5. Keep track of what students have read. It uses their reading diary. From the second semester onwards, first-graders write the author's name, surname, and book title in the reading diary, and in second grade, the place and year of publication. Students in grades 3-4 can write a summary of the book they have read and add comments and feedback. The books students read are also taken into account orally: they talk about what they have read in extracurricular and in-class reading lessons, in one-on-one conversations.

Features of extracurricular activities:

- Stages of the extracurricular learning system;
- Learning objectives and program;
- Educational tasks;
- Determined by the interests of the students.

In Grade 1, a new text is read by the teacher in the preparatory phase, and in the elementary grades, students read a new small text. In the next stages, the work on the analysis of the work is expanded, students are taught to compare, summarize, summarize, and characterize the characters.

### III. Conclusion

In this way, a reader who loves literature and is able to think independently is formed. Extracurricular reading lessons include extensive discussion of the book, creative retelling, insinuation, drawing, expressive reading, and book recommendation.

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