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## Organization of Extracurricular Activities in the Conditions of Russian as a Foreign Language

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### ANNOTATION

The article gives recommendations on the organization and conduct of extracurricular activities in the national school. The purpose and objectives of extra-curricular and extracurricular activities are revealed. Extracurricular activities should help expand and deepen the program material, develop the independence and creative initiative of schoolchildren, train their minds, and awaken a respectful attitude towards the language of the Russian people.

**KEYWORDS:** extracurricular activities, independence, creativity, methodology, educational communication, form and content, deepening and expanding knowledge.

The organization of extracurricular work in the Russian language in the national school is designed to promote the implementation of the communicative principle and educative education in practice. The leading role in solving these problems is given to the teacher.

It is known that the mastery of types of speech activity by students is achieved if educational communication finds a systematic way out into real communication and acts as a way of organizing a system of extracurricular work in due proportion with the educational one.

The question of how to harmonize these processes within the framework of the appropriate form and content is not sufficiently developed in the methodology of the Russian language in the national school. The study of the experience of conducting extracurricular activities in the Russian language in national schools shows that in practice there is considerable baggage in this area, the forms and types of extracurricular work are diverse and interesting. Among the shortcomings is the existing gap between academic and extracurricular activities. Most often, extracurricular activities do not serve as a direct effective means of deepening the knowledge, skills and abilities of students acquired by them in Russian language lessons. According to N.M. Shansky, "Extracurricular work primarily contributes to the deepening and expansion of knowledge acquired in the classroom and thereby helps students in mastering the program material." If extracurricular work is carried out in an organized and systematic way, then this makes it possible in an entertaining and exciting way not only to consolidate the knowledge and skills acquired by students in the classroom, but also to reveal the riches of the Russian language more deeply, to acquaint students with such aspects and facts of the Russian language, with which they are not familiar at all or about which they have an incomplete understanding, but the knowledge of which is necessary in their daily life. Extra-curricular and optional work in the Russian language in the

national school pursues the same goal as the lessons of the Russian language - teaching verbal communication in Russian, which provides for filling the active vocabulary of students, practicing the skills of correct pronunciation of Russian sounds, developing the skills to build sentences correctly, communicating knowledge about the grammatical structure of the Russian language, instilling spelling and punctuation skills, etc. The purpose of extracurricular work is determined by its specific educational and educational tasks, the main of which are:

- 1) consolidation of program material in the Russian language;
- 2) deepening and expanding students' knowledge of the Russian language and its patterns;
- 3) the development of oral and written coherent speech of students with the simultaneous development of their logical thinking;
- 4) the formation of primary spelling, spelling and punctuation skills;
- 5) awakening and maintaining interest in the study of the Russian language;
- 6) fostering interest in reading books in Russian; formation of initial skills to work with dictionaries;
- 7) development of individual abilities of students;
- 8) fostering a sense of patriotism, the formation of an internationalist consciousness, the development of a moral and aesthetic ideal, etc.

The listed tasks of extracurricular work in the Russian language can be successfully completed only if the specific methodological principles of its organization are observed and if its content is successfully determined.

Extracurricular activities should help expand and deepen the program material, develop the independence and creative initiative of schoolchildren, train their minds, and awaken a respectful attitude towards the language of the Russian people. Disclosure of the patterns of language development, the close connection of its history with the history of the development of the people - its creator, practical acquaintance with the richest possibilities of the language for expressing the most subtle shades of feelings and thoughts - all this arouses interest in the Russian language, culture and traditions of its speakers.

Extracurricular activities should not lose touch with the lessons of the Russian language and literature. It is necessary to abandon the autonomy of extracurricular activities. In the conditions of the national school, extracurricular activities are a powerful means of developing students' interest in the Russian language as an academic subject and linguistic phenomenon, an effective form of expanding and deepening the knowledge acquired in the classroom. In accordance with this, in the course of extracurricular activities, it is necessary to think over their content well from the point of view of taking into account the resources of the internal entertainment of the Russian language, to cover the entire mass of students with them, taking into account the interests and inclinations of schoolchildren, their knowledge and skills in the field of the Russian language; diversify the forms and methods of their implementation.

One of the central issues of organizing extracurricular work in the Russian language is the definition of its content.

In accordance with the principle of connection of extracurricular work with Russian language lessons, it correlates with the content of the language and speech material studied in the school curriculum.

Thus, the content of extracurricular work in the Russian language consists of two sets of questions:

- 1) issues related to program materials aimed at deepening students' knowledge of the Russian language and contributing to the inculcation of practical skills in Russian speech.
- 2) questions not related to the educational material, provided for by the program, contributing to the expansion of the general outlook of students, representing additional material for speech training in Russian.

The first circle of questions is quite wide: it covers all sections of the school course of the Russian language. Their topics basically correspond to the topics studied in the lessons, but in order to awaken students' interest in them, they are formulated in a different way, for example: "How many words are there in Russian?", "Journey into the world of words", "In the museum of words", etc. The second round in the surveys differs from the first in its novelty and informativeness. This includes information that students do not encounter in class. Therefore, not only senior, but also junior students listen with interest to conversations on the topics: "How did people learn to speak?", "Why do we speak different languages?" and etc.

The subjects of questions of both groups can be very diverse. In this case, each subsequent information will be a step forward in disclosing the content of the issue under consideration. For example, conversations from the cycles "In the World of Words", "In the Museum of Words", "Why do we say that?" can be given in all classes and more than once in each class, but the content of these conversations should be new each time.

Unlike lessons, extracurricular work in the Russian language is characterized by a variety of forms and types. The following forms of extracurricular work are distinguished: according to the method of presenting the material - oral and written; by frequency – systematic and episodic, according to the number of participants - individual, group, mass.

Each of these forms of extracurricular work has several types that differ from each other in the method of conducting, the amount of language material used, and the nature of the participation of schoolchildren in the work. In extracurricular work in the Russian language in classes with the Uzbek language of instruction, oral forms predominate, which is explained by the efficiency of oral speech and the task of developing, first of all, oral communicative speech.

The written forms of extracurricular work in the Russian language include a wall newspaper, sheets of the Russian language, and stands. All of them are characterized by mass character: posted in a conspicuous place, they become the property of students throughout the school. All other types of extracurricular work in the Russian language are carried out orally. According to the coverage of students, they can be individual, group and mass.

Individual types of extracurricular activities include: memorizing poems and prose passages, working on a role, selecting language material, reading children's books, fairy tales in Russian, and some others. All these types of individual work are essentially a preparatory stage for holding group and mass extracurricular activities. Group work includes the following types of work: a circle of the Russian language, excursions, etc.

Mass types of extracurricular activities include: Russian language matinees, holidays, for example: visiting a fairy tale, children's book festival, poetry festival, exhibitions of children's books, exhibitions of the best

notebooks, children's drawings, competitions, etc. For example, classes of the Russian language circle are held regularly - once every two weeks; regularly - once a month - sheets of the Russian language are issued and a wall paper. Such mass extra-curricular activities as a matinee, a poetry festival, exhibitions of the best notebooks, and competitions are usually held sporadically, once or twice a year.

There can be no single program for extracurricular activities. When selecting material for extracurricular work, the teacher should proceed from the general goals and objectives of teaching the Russian language specified in the curriculum, take into account its specifics in comparison with the native language, take into account the needs of students, the orientation of their linguistic interests. Therefore, subjects and forms of extracurricular activities should not be imposed on students.

One of the main topics is the study of parts of speech.

Students in the study of the noun, adjective, verb, experience difficulties. In order to make it easier for children to remember the material being studied, it is necessary to make the lesson interesting, accessible, understandable, which helps to increase the activity of children, acquire knowledge, and relieve stress. After such lessons, children for a long time remember every word analyzed in the lesson, the sequence of operations performed, rules, methods of checking words. The emotional background of the lesson should help children better and more deeply learn the content of the material. There is a close relationship between knowledge and cognitive interests. Only educational activity, built with the dominance of elements, forms and rules of gaming activity, with its liveliness, spontaneity and emotionality, contributes to the desire to learn with joy and pleasure.

Exercise games are close to regular exercises. The material for them is not entertaining charades and riddles, but ordinary training exercises, only presented in a special way. Usually children receive tasks that are rather difficult and boring, but necessary to consolidate their knowledge of grammar, to develop strong spelling skills.

And here the game form of work helps them overcome difficulties. We offer the game "Connoisseurs of the Russian language." This extracurricular activity helps:

- ✓ to develop students' interest in the Russian language, the desire to go beyond the school textbook.
- ✓ repeat and deepen knowledge in such sections of the Russian language as vocabulary and phraseology.
- ✓ to expand the horizons of students, to develop their mental activity and erudition.

Every year, extra-curricular activities on the subject are held in schools in Uzbekistan in November as part of the Week of Russian Grammar. Here is one of those events.

"Connoisseurs of the Russian language".

Presentation of teams (2-3 minutes).

#### 1. contest "Homework"

The Russian language is beautiful, to the point, expressive and figurative. It is rich in aphorisms, winged expressions and phraseological units that have the above properties. Do you know the history of the origin of some phraseological units and their meaning? This is now the first competition will show.

Representatives from the teams take leaflets with the following set phrases:

ACHILLES HEEL, TANTALUM FLOUR, BURY TALENT INTO THE EARTH, AUGEAN STABLES, TO PASS A RED THREAD, APPLE OF DISCORD.

Each team gets 2 phraseological units. For a correct explanation - 2 points, for an addition from another team, a deeper interpretation + 1 point).

## 2. contest "Continue the proverb"

Each team will have to continue the proverb drawn out on the sheet. If a team does not guess correctly, the other team joins, then the fans of the teams can help. For each correct answer - 1 point. Each team gets 3 proverbs.

1. Ум хорошо... (а два ума лучше)
2. Назвался груздем...(полезай в кузов)
3. Гусь свинье...(не товарищ)
4. Не спеши языком... (торопись делом)
5. Дарёному коню... (в зубы не смотрят)
6. По одежке встречают...(по уму провожают)
7. Голод не тётка... (пирожка не поднесёт)
8. Не всё коту масленица... (будет и великий пост)
9. Береги платье снову... (а честь смолоду)

## 3. contest "The smartest"

Proverbs are written on the board. You need to pick up a similar Russian proverb. The task is carried out at speed. For each correct answer - 1 point. If the teams find it difficult to answer, the fans help.

«Қозонда бори чўмичга чиқади» (Что посеешь, то и пожнёшь)

«Тарки одат амри махол» (Как волка ни корми, он всё равно в лес смотрит)

«Олмани тагига олма тушади» (Яблоко от яблони недалеко падает)

## 4. competition "The most attentive"

We all know how important it is to be attentive and focused in the classroom. Now let's try to determine the most attentive team. Write all possible readings of the following phrase:

Blitz - poll:

1. They hang him, becoming discouraged; he is bullied, conceited; they put it everywhere. (nose)
2. Not flowers, but wither; not hands, but they clap; not underwear, but they are hung up. (ears)
3. They can be shot. They are the mirror of the soul. (eyes)

4. He is in the head of a frivolous person, he is advised to look in the field, they throw words and money at him. (wind)
5. A good person has it wide open. And sometimes she goes to the heels. (soul).
6. They come in different heights. Some people live under it. Sometimes it is called a hairpin. (heel)
5. competition "Archaisms"

As we know, archaisms are obsolete words that have fallen into disuse due to their replacement with modern synonyms. Each team will have to choose a modern synonym for the word (teams are given cards with archaisms; for each correct word - 1 point).

длань (ладонь)

пиит (поэт)

ланиты (щёки)

перст (палец)

глаголить (говорить)

льзя (можно)

живот (жизнь)

ратник (воин)

The purpose of this event is to develop the cognitive interests of students in the subject. The content side of the linguistic tournament allows you to fully realize both the educational and educational potential of the material.

The structure of this event is based on rotating individual and collective tasks that require the application of productive thinking within the limited time and conditions of the competition. Tasks combine feasibility and a certain difficulty, include operations of comparison, comparison, generalization, leading to the mobilization of resources for the analytical activity of students.

The game creates a keen interest of children in the subject, is a powerful impetus in the development of their cognitive interests. The form of the intellectual game is very interesting for students of any age, as it implies a sharp spirit of competition. Holding such games helps to increase the intellectual level of schoolchildren, the development of heuristic and logical abilities, and the rallying of children's teams.

This extracurricular activity contributes to the development of not only memory and attention, but also the creative abilities of students. During the tournament, children learn to think actively, try to approach answers in a non-standard way. This linguistic tournament reveals the secrets of the Russian language, instills love for it.

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