

DEVELOPING SOCIAL AND COMMUNICATIVE SKILLS IN PRIMARY SCHOOL STUDENTS THROUGH EXTRACURRICULAR ACTIVITIES

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Abstract: This article provides a comprehensive analysis of the process of forming socially significant qualities in primary school students, its theoretical and psychological foundations, and the educational potential of extracurricular activities. The role of game activities, creative tasks, and team projects in the socialization of students is highlighted, and the importance of family, school, and neighborhood cooperation is substantiated. Also, effective methods for developing a culture of responsibility, kindness, helpfulness, and communication in students are shown.

Keywords: primary education, social qualities, extracurricular activities, upbringing, game activities, team project, kindness, responsibility, culture of communication, socialization, pedagogical process, family-school-neighborhood cooperation.

Introduction. The process of forming socially significant qualities in primary school students is based, first of all, on the laws of the child's psychological development. Children of this age have a strong tendency to imitate, and they quickly adopt the behavior of adults, peers, and teachers around them. Therefore, in the process of instilling social qualities, a special place is played by setting an example, encouraging, and communicating based on mutual respect. At the same time, since the emotional world of primary school students is not fast and stable, the formation of social qualities in them requires constant repetition, reinforcement, and enrichment with real-life examples. Extracurricular activities are a natural continuation of this process, allowing students to act based on their interests, abilities, and internal needs.

The educational potential of extracurricular activities is extremely wide. Because in these activities, the child feels freer, an environment is created that encourages him to take the initiative, ask questions, work with a group, and think creatively. It is in these processes that the child realizes that he is a social being, and such qualities as respecting the rules of the team, cooperating with others, and fulfilling tasks responsibly are formed. Various circles, competitions, spiritual and educational events, and creative meetings encourage students to demonstrate their abilities, follow each other's example, and find their place in society. In the development of social qualities, game activities, creative tasks, and team projects are of particular importance. In the process of playing, children secretly perform social roles: being a leader, obeying, agreeing, sharing, and solving problems together. This strengthens the social qualities of students through a natural communication environment. Creative assignments help children express their ideas freely and respect the opinions of others. In team projects, students learn to work together towards a common goal, complete their tasks on time, and be responsible for the results.

Materials and Methods. The cooperation of family, school and neighborhood is an important foundation of this process. Parents provide primary education to the child, the school develops it

on a scientific and theoretical basis, and the neighborhood, as a social environment, prepares the child for real life. When this trinity works in harmony, such qualities as kindness, respect, patriotism, obedience to adults, and care for the younger ones are stably formed in students. When the educational skills given at school are strengthened in the family and put into practice at neighborhood events, the child's social growth process accelerates.

Developing a culture of responsibility, kindness, helpfulness, and communication in primary school students requires a thorough methodological approach from the teacher. To form responsibility, it is important to regularly assign small tasks, give positive feedback on the work done, and show the result. Kindness and helpfulness are more evident in practical activities: helping each other, preparing congratulations, sharing grief, participating in small charity events have a great impact. Role-playing games, stage performances, discussions, conversations are effective tools for developing a culture of communication.

Discussion. Certain pedagogical conditions are necessary for the effective organization of educational work in extracurricular activities: suitability of the content for children, diversity of activities, selection of methods appropriate to the interests and age characteristics of students, involvement in teamwork and creation of a strong positive atmosphere. The teacher should be an example for the child as a guide, listener, motivator and, when necessary, a guide. Assessing the process of forming social qualities requires regular monitoring. The teacher should monitor the student's changes, communication culture, adaptation to the team, and responsible fulfillment of tasks. This assessment process helps to see the dynamics of a student's development, eliminate shortcomings, and plan further educational work.

Extracurricular activities are one of the most effective means of forming socially significant qualities in primary school students. Because it is through these activities that the child understands his place in the community, expresses himself, and, as he communicates with others, moves towards social maturity. A properly organized educational process serves as a reliable foundation for raising responsible, kind, and active citizens in the future. Primary school students are at a unique stage of psychological development. During this period, their perception, attention processes, memory, thinking, and emotional world are rapidly forming. Therefore, if the instillation of socially significant qualities begins at this age, the foundation for their stability is created. Psychologists say that between the ages of 6 and 10, a child imitates the behavior of those around him more and begins to embody the exemplary behavior of people close to him - teachers, parents, and friends. For this process to be positive, the educational impact must be consistent and goal-oriented. Social qualities are understood as human values such as responsibility, kindness, respect, cooperation, tolerance, a sense of duty, patriotism. These qualities are gradually strengthened in the child's mind and are enriched through life experiences. Therefore, the primary school period is one of the most sensitive and effective stages of social education. The role of the teacher and educator at this stage is very large, because the child looks at them as an invincible, trustworthy person. If the teacher shows the students an example of the right attitude, kindness, justice, patience, children will naturally adopt this behavior. Extracurricular activities play a special role in the comprehensive formation of the student's personality. Because this type of activity, unlike the classroom process, is based on the interests of students, gives them greater freedom, creativity and independence. The student is involved in the activity not under obligation, but through interest and desire. This strengthens his internal motivation. In extracurricular activities, children reveal their hidden abilities, learn to work in a

team, gain experience based on mutual assistance, respect, and responsibility. Various clubs, sports competitions, theatrical performances, spiritual and educational events, and excursions not only expand knowledge, but also fulfill educational tasks. In such activities, children learn to control their behavior, follow the rules, support friends, and accept both victory and defeat correctly. Thus, extracurricular activities serve as a practical school that prepares the student for life.

The most natural activity for a primary school student is play. During the game, the child behaves freely, does not hide his emotions, and thus acquires the first skills of social relationships. Through role-playing games, students try out roles in society - such as leader, performer, assistant, friend, defender. This forms in them qualities such as responsibility, discipline, cooperation, communication, respect for the opinions of others. Creative tasks develop children's independent thinking, imagination, and initiative. For example, small projects, drawing, student newspapers, group work, puppet theaters - all this serves the creative development of the child's personality. Team projects unite children towards a common goal. Each is responsible for fulfilling their task, which forms in them loyalty to the team, mutual assistance, and the ability to solve problems together. In group activities, the child learns about his strengths and weaknesses, feels like a member of the group, and thereby deepens the socialization process.

Results. The social qualities of a student are formed not only within the school, but also in cooperation with the family, neighborhood and other social environments. The family is the first place of upbringing of a child, where the primary skills of love, respect, and etiquette are instilled. The school develops this process on a scientific basis, teaches the student to behave in a team, communicate, and express his opinion in a civilized manner. The neighborhood serves as a real-life laboratory for the child. Activities such as participating in neighborhood events, hashars, helping neighbors, respecting elders, and caring for the younger ones expand the child's social consciousness. The complementarity of family, school, and neighborhood education leads to the formation of stable moral qualities in a child. If these three environments work harmoniously, the child will more quickly acquire such high qualities as independent thinking, social responsibility, respect for national values, and patriotism.

To form responsibility in students, it is useful, first of all, to give them small tasks appropriate to their age: preparing the classroom, collecting toys, being the leader of a small group, completing the task on time. If each completed task is evaluated positively, the child will accept responsibility as his personal virtue. To develop kindness and helpfulness, practical activities such as small charity events, "helping a friend day" in the classroom, preparing congratulations, and caring for a sick classmate are effective. Through such processes, children develop a sense of empathy, compassion, care, and collective solidarity. Methods such as conversations, staged exercises, entering into debates, role-playing games, and creating stories are very useful for developing a culture of communication. The student learns to express his opinion correctly, listen to others, and communicate in an orderly manner. This increases his social activity in the following stages.

For extracurricular activities to be effective, certain pedagogical conditions are required. First, the content of the activity must be appropriate to the age of the students. Excessively complex or uninteresting activities tire students. Second, the forms and methods of the activity should be diverse: games, projects, competitions, creative work, practical tasks. Third, a positive

psychological environment should be created - in which children feel free, are not afraid of their mistakes, and come up with new initiatives. Fourth, the teacher, as an educator, must set an example of constant attention, affection, support, and fair treatment of students. The main principles of extracurricular activities are voluntariness, activity, teamwork, continuity, and connection with life. The more vital the activities are, the more socialized the students become. Any educational process requires constant observation and evaluation. The teacher analyzes the development of students based on criteria such as their behavior, communication culture, role in the team, responsibility, and attitude towards others. This monitoring is carried out through daily observations, conversations, cooperation with parents, activity in the game process, and participation in team work. The assessment results help the teacher plan further work, identify shortcomings, and develop measures to eliminate them. It is necessary to monitor the development dynamics of each student individually, because each child develops with his or her own character, abilities, and upbringing. Correct assessment ensures the continuity and quality of the educational process.

Extracurricular activities are one of the most convenient and effective means of forming social qualities in primary school students. Because such activities correspond to the needs and interests of children, introduce them to real-life situations, teach them to work in a team, practically instill such qualities as kindness, helping others, and responsibility. Extracurricular activities develop the student's skills such as independent thinking, initiative, self-expression, the ability to enter into social relationships, and cultural communication, creating a solid foundation for his future social life. Therefore, the proper organization of this activity is not only the task of the teacher, but also important for the future of society.

Conclusion. The formation of socially significant qualities in primary school students is one of the most important tasks of today's education and upbringing system. This process is not limited to lessons, but can be formed more effectively through extracurricular activities. Because extracurricular activities create opportunities for students to show freedom, initiative, work in a team, be creative, and try out real social roles. In such conditions, children learn such human values as kindness, helpfulness, responsibility, communication culture, respect, and cooperation through practical activities. Analyses show that game activities, creative tasks, team projects, sports and cultural events accelerate the process of students' socialization, teach them to adapt to life situations. Educational work organized in cooperation with the family, school, and neighborhood serves to stabilize these qualities. The teacher's personal example, fair and kind attitude, encouraging students' small achievements, and assigning them responsibility are one of the most powerful tools of social education.

In the process of extracurricular activities, the student feels like an important member of the team, freely expresses his opinion, learns to respect the rights of others. This serves to educate a well-rounded, spiritually mature, responsible and active citizen in the future. Thus, the careful organization of extracurricular activities, their enrichment in content and orientation on a scientific and methodological basis significantly increases the educational effectiveness of primary education. As a result of these activities, social qualities are not only formed in students, but also begin to manifest themselves as solid, vital and practical skills.

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