



THE ROLE OF ADDITIONAL EDUCATION IN THE DEVELOPMENT OF STUDENTS' CREATIVE ABILITIES

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Article history:	Abstract:
Received: 20 th February 2023 Accepted: 20 th March 2023 Published: 28 th April 2023	This article provides information about the role of additional education in the development of students' creative abilities, the role of extracurricular studies in the lives of elementary school students, and their positive role in their worldview.
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INTRODUCTION. One of the means of developing students' speech in elementary reading lessons is a well-organized retelling. There are full, abbreviated, selective and creative retellings in the school experience. For elementary school students, retelling the text in full or close to the text is much easier, while other types are relatively more difficult[1]. The teacher's question about the content of the story read in the retelling should make the students think about the details of the story, about the cause and effect of the connection between some events. The persons participating in the development of the plot of the work, their behavior plays the main role[7].

Children understand the content of the work better by analyzing the characters and their behavior. The teacher's question should be directed to telling about what the heroes of the work did, where and under what conditions their actions took place, to the coherent description of the events and to the clarification of the interrelationship.

When the student tells the content of the read work with the help of the teacher's question, he uses not only analysis, but also synthesis: he connects (synthesizes) some facts, compares them, discusses them and draws a conclusion. Often, elementary school students do not understand the content of the work as a result of their lack of understanding of the behavior of the participants, sometimes wrongly or superficially[8]. That is why the teacher should formulate the question very carefully, it will make the child think, think, discuss the behavior of the participating persons, the connection of events, help to compare them with each other, and determine their positive and negative aspects. should be. The more accurately the reader can describe the behavior of the participants in the work, the more he will understand the main content of the story, the more he will retell it independently[9].

ANALYSIS AND RESULTS. Consistent retelling of the content of the read work helps to plan it. In planning,

the reader divides the story into parts and identifies the main idea in each part. All this is analytical work. Then they move on to synthetic work, that is, children find titles for parts of the story. In the process of making a plan under the guidance of the teacher, the students think about what the primary and secondary issues are in each part of the read story, and how to express the idea briefly and clearly[10]. Working on finding a title, discussing the title found by the students as a team, and the process of making a plan itself should activate the child's thinking ability, inculcate the habit of proving and justifying his reasoning. If the plan made in the process of reading and analyzing the work is written on the board, it will help to retell the content of the story consistently. The task of telling a story based on a plan is to master the content in a given sequence. Retelling on the basis of a plan is an independent form of telling the content of the work in relation to teacher questioning[11].

The next stage in mastering the content of the read work is the abbreviated narration. For abbreviated storytelling, works that are divided into 2-3 parts, these parts are clearly distinguished, and the content is simple, are chosen. Teaching short story telling is organized as follows: the teacher reads the first predetermined part of the story, and together with the students, the most important, main idea is determined. In this, students sometimes use words from the work. If this is difficult for students, they can tell the main idea of the section in their own words. Then the students decide with the teacher what not to talk about in the short story of this part, which are secondary or less important points[12]. The same work is done with other parts of the work, and the students retell the work in abbreviated form. It is taught from the 3rd grade to summarize the read work. Selective storytelling is one of the means of developing children's thinking and speech. In selective storytelling, the reader:

1) consciously separates a part of the read text and its limits;



2) tells only one event from the story;

3) tells the content of the story only in one plot direction.

Methodical methods that are widely used in primary grade explanatory reading lessons help children to develop the skill of selective retelling:

1) telling a story based on a picture drawn in the story part;

2) telling a story based on a picture depicting an event in the story;

3) answering questions that require selective retelling. The student analyzes the read text when he is prepared to tell a selective story. Such an analysis develops children's thinking, independence in their speech and helps to master the content of the read text.

Creative activities related to reading the story also develop students' speech and thinking. These are:

1) creative retelling[13];

2) staging;

3) draw a picture of the read work; continuing the story.

1. In creative retelling, the story is told either by changing the conditions or form of the read story, or by filling the story with new episodes.

2. In staging or dramatization, students change the read story into a scene. To do this, they think about the script for the story, the costume, the gestures of the participants, turn the monologic speech into a dialogic speech (this is the most important task from the point of view of teaching the language).

3. When drawing a picture for the read story, the student chooses a picture from the pictures drawn by artists that matches the content of the read work or draws a picture himself. If the student cannot draw a picture well, he orally describes the picture he wants to draw, that is, he draws a picture with words[14].

4. The method of continuing the read story is widely used in school experience. This method is used in works where the content of the story allows it to continue.

In addition to equipping the student with reading skills, the school educates an active reader who can read a book independently, understand it, choose books related to a certain topic, and read newspapers and magazines independently. In this respect, out-of-class study (STO) serves as the main tool of education, it increases the desire to know a lot.

The purpose of STO is to improve reading skills, educate a conscious reader who can choose books, read books regularly, and correctly evaluate the read book[15].

Since 1959, special classes have been established in schools. extracurricular classes are held

once a week in the 1st-2nd grade, and once every 2 weeks in the 3rd-4th grade. In the process of teaching literacy, 17-20 minutes of the last alphabet lesson of the week are allocated.

Extracurricular learning is closely related to the curriculum and closely supports the goals and objectives of the curriculum[24]. For this, it is necessary to educate the culture of reading in students, to raise them from ordinary readers to the level of creative readers. It is necessary to approach each child individually and take into account their personal interests in order to instill a desire for books in students. Formation of children's ability to work on books is an important factor in raising reading culture in them. In this case, the hours allocated for study are used[16].

Artistic and popular scientific works serve to form and expand students' worldview only if they are read independently and consistently[25].

Out-of-class reading serves the task of teaching to determine the approximate content of the work by looking at the cover, title page, introduction, table of contents and pictures of the books of unfamiliar authors.

The main task of extracurricular reading classes is to instill in the student a desire to read literary books, to teach him to keep a diary of the books he has read, and to familiarize him with the life and work of famous writers of children's literature in an elementary way[17].

Instilling love of goodness and hatred of evil in children, developing their connected speech, raising their literary and aesthetic thinking is the essence of extracurricular reading classes[26].

One of the important tasks of extracurricular teachers is to educate independent study skills. To do this, assign tasks for independent completion, use interesting types of exercises, teach the best essays, reviews, collected information about the writer, "Speak quickly", "Find riddles", "Expressive reading", "Proverb speaking competition" It is necessary to organize contests such as "Weaving fairy tales", "Conference of scholars", to organize questions and answers on certain topics, and to use game-style work types[18].

Conducting conversations about the works read, organizing a "Book Week", and practicing writing short essays based on the works will have a good effect.

Studying outside the classroom is organized in connection with studying in the classroom. Studying in the classroom forms the reading skills necessary for studying outside the classroom, teaches students to understand the work they read, and enriches their vocabulary. It is an interesting and engaging activity outside the classroom, enriches the scope of children's



knowledge, and provides material for comparison. Studying in the classroom is a preparation for life, and studying outside the classroom is life itself.

At present, manuals named "Kitobim - oftobim" (for 1-3 grades) intended for reading outside the classroom for elementary school students have also been published[19].

Oral creativity of the Uzbek people has a very long history. Epic is an ancient genre of oral creativity. It is one of the most complex, large and widespread forms. The word "epic" is used in the meanings of "short story, description", "praise", "glory", "adventure". This genre, which was formed in folk oral works, later took an important place in written literature. Folk epics were sung by special performers. They are still called bakhshi, oqin, poet.

The text of folk epics consists of verses and prose fragments, and is diverse according to the subject. In primary grades mainly:

1. Heroic epics;
2. Battle epics are studied.

Heroic struggles of the people caused the emergence of heroic epics. Despite the strong fantasy and romantic image in folk heroic epics such as "Alpomish", "Yodgor", their basis is the life and struggle of the people, their dreams. People's noble qualities such as humanity, patriotism, heroism, bravery, hard work, friendship and loyalty are embodied in the characters of folk epics. The epic genre is given little place in primary school reading textbooks. In the 3rd grade "Reading book" excerpts from the epics "Alpomish" and "Rustamkhan" are given, in the 4th grade the epic "Tashkentnoma" by M. Sheikhzoda is presented. is described in relation[20].

In the lesson, the teacher gives the following information about the epic: "The epic is also a type of folklore. The life, struggle and hopes of the people are reflected in the epic". In the excerpts from the epics given in the primary grades, mainly episodes from the childhood of the hero are presented. In this, the events that call the child to heroism and loyalty to the Motherland are described. From the 3rd grade textbook The epics "Rustam Khan" and "Alpomish", which received renown, are the products of folklore, so no information about the author is provided. Only information can be given about the bakhshis who sing the epics in the classes where these epics are studied. Heroic epics In the analysis, special attention is paid to the development of events, the lives of the heroes[21]. The exaggeration and extraordinary situations in the epic are identified, the conditions are created for students to think independently when describing the heroes of the epic and drawing educational conclusions. "Tashkentnoma" created by Maqsud Sheikhzade in the 4th grade. "The epic is

studied. This epic can be studied in the following order:

1. In the 3rd grade, the knowledge gained about the epic is recalled and supplemented.
2. Before reading the epic, information is given about its author - Maqsud Sheikhzadeh.
3. The teacher reads the story expressively.
4. There will be a preliminary discussion about the epic. During the interview, the students will be asked the following questions: "Which city is the story about?", "What else did you learn about the city of Tashkent by reading the story?", etc.

5. The epic is divided into parts and taught to students[22].

6. The content of the epic is completely retold. In this case, one student can speak the content or several students can continue in a row.

7. When working on the text of the epic, attention is paid to the artistic tools of the epic, such types of work are used as creating questions about the content of the work, drawing pictures of some episodes of the epic, making a plan for the epic.

8. A summarizing interview is held. In this case, the students are asked how they understood such statements as "Three seasons of summer in Tashkent", "There is a green city in the heart of Asia". Taking into account the above, the construction of the lesson of studying the epic can be as follows:

1. Preparatory work (in which the types of work are selected in accordance with the characteristics of the epic and in which class it will be taught).
2. To listen to the teacher's expressive reading or presentation of the story.
3. Read the epic in parts.
4. Analysis of the content of the epic.
5. Work on the meaning of words and phrases in the epic that are difficult for students to understand.
6. Work on the epic arts.

Special importance is attached to children's reading and narrating of works of art in the training of speech development. Teaching the retelling of works of art and staging them, memorizing the poem imposes a great skill and responsibility on the teacher. The more vividly the content of the work of art is expressed by the author, the more expressive and meaningful the speeches of the participants are, the more it excites children, the development of their feelings, the long memory of the events that happen to the heroes of the work, the vocabulary has a positive effect on the enrichment and grammatically correct formation of speech[23]. Children can easily answer the teacher's questions about the work, repeat some words and sentences, characterize the positive



and negative sides of the characters, imitate the teacher and try to imitate their voices.

CONCLUSION. Artistic works written at a high level affect children's successful mastering of speech norms (norms), the development of the ability to feel the emotional aspects of the language, and the formation of intonation expressiveness of oral speech.

It is advisable to use the speaking-conversation method to activate children's vocabulary. Through this method, the child learns to use the words in the dictionary appropriately, to make sentences correctly. In this case, the teacher uses methods of relying on natural objects and their models (toys, pictures) in small groups, and word didactic games in large groups.

The retelling method is widely used in activities organized in groups of five-year-old children. With its help, lexical, grammatical, intonation aspects of children's speech are formed. They acquire the connected dialogic and monologic speech from the practical side with the help of examples of works of art. The main task of the teacher in teaching the retelling of works of art is to choose works that are suitable for children of this age and are understandable to children in terms of content and language.

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