



## Mechanisms of Formation of Necessary Skills in Students through Clubs Organized in Schools

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**Abstract:** *This article discusses such features as the targeted orientation of students to the profession through clubs, as well as effective work, as well as the growing demand for professional and spiritual qualities and competencies in young people.*

**Keywords:** *Elementary student, circle, skill, mastery, school, target orientation, profession, creative activity.*

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The development of any society is determined, first of all, by the spiritual and moral maturity of citizens, their possession of productive potential. In the context of market relations, it is even more important that they have a high level of intellectual ability, the ability to establish relationships between social actors, as well as the ability to be creative, socially active in the organization of professional and daily activities. Consequently, the targeted orientation of students to the profession through clubs does not allow subjects who do not have the above characteristics to find their place in society.

Among the main tasks of educational work in the pedagogical paradigms of developed countries, there is a growing demand for professional and spiritual qualities and competencies in young people. The formed professional-spiritual qualities are developed on a complex basis, and in order to have an effective impact on the life of society in the future, these qualities are ensured in continuous, circle. Along with the effective work being done in this direction, today there is a need to improve the targeted orientation of primary school students to the profession through clubs, to expand its modern methods and methodological support.

In order to further increase the effectiveness of extracurricular education in the public education system, to develop high moral qualities in students, to organize their leisure time meaningfully, to prepare them for independent living through vocational guidance, to educate an intellectually mature generation, it is important to direct primary school students has become a pedagogical problem.

Bringing up the young generation in a spiritually harmonious way, ensuring their meaningful leisure time, preparing primary school students for the profession, including their interest in art, sports, information technology, reading, as well as creativity, organization, non-standard thinking, positive problems in life it is necessary to teach the solution.

The Resolution of the President of the Republic of Uzbekistan No. PP-4467 dated 30.09.2019 also mentions measures to radically increase the effectiveness of out-of-school education in the public

education system, in particular, changes affecting the system of additional education for primary school students.

Literature review. Therefore, we, the teachers, always strive to prepare our students for the "real world" that exists around them. We teach them to read, write and count, and we think it is important to develop the necessary skills through school clubs. For example:

how to work in a team;

critical thinking;

interest in news encountered in daily life;

flexibility;

creativity, etc., in particular, we must be prepared to live an productive and successful life as soon as we grow up. But, what awaits our students in the future? Do they know today's demand and what skills they need in the job market? Maybe, but anyway they should do their best to prepare their students for these requirements. Nowadays, teachers are faced with the same question - what kind of skills should be formed in primary school students through the circles.

Our scientists say that Tony Wagner, who studied at Harvard University, has proved the importance of shaping the necessary skills that must be formed in every primary school student in the 21st century through clubs organized in schools. To achieve this goal, Tony Wagner has conducted interviews and meetings with leaders of hundreds of businesses, NGOs and various educational institutions. Based on the conversations and meetings, he concluded that in the 21st century, 4 essential skills are important for primary school students, namely creativity, teamwork skills, critical thinking skills, and flexibility. These skills have been proven to be formed in schools through extracurricular activities. Another example is the statement of the German philosopher Johann Gottlieb Fichte, "We act not only because we know, but because we are created to act," a clear example of the importance of the problem and the role of creative activity in the development of the individual.

Methodological part. It should be noted that in the formation of creative skills of primary school students should pay attention to the leading types of activities, that is, to the circles organized in schools, because:

- Development of emotional states in primary school students in clubs (this will allow them to form strong-balanced personalities in the future);
- Ensuring that primary school students in the circles interact with the subjects (this leads to the formation of their intellectual activity and creative features);
- Classes for primary school students, role-playing and role-playing in various play activities (in which personal qualities are formed by imitating the image of the protagonist, children develop self-control and management skills).

In addition to the organization of the educational process in primary school students based on the principle of consistency, structure, adequate use of the process of "correction", "gradual", "sudden" in primary school students using the method of "INSIGHT", creativity of primary school students will be the basis for the formation of skills.

Our analysis proved that we have raised the question of what the circle is and what necessary skills are formed in primary school students.

Nature gives every elementary school student the opportunity to develop. Through the clubs organized in schools, primary school students can create toys with their own hands, create favorable conditions for non-traditional thinking, imagination and all-round development.

One of the most important features of the lessons, which are organized on the basis of clubs, is the voluntary involvement of primary school students in the process of their activities, according to their interests and desires. The main factor in the effective functioning of the clubs, in our opinion, is related to this feature. Based on the organization of clubs in educational institutions in accordance with the wishes, interests and needs of students, they develop the basic and necessary skills and abilities to work. However, the effective functioning of clubs organized in different directions and topics, in turn, depends on the priority of a number of factors. For example:

- a) the involvement of specialists in the management of the club, who have deep professional knowledge, professional skills, as well as sufficient theoretical knowledge and practical skills in the chosen type of activity and its specific features;
- b) to ensure the continuity of the activities of the club, to ensure that its activities are supported by parents and sponsors;
- c) the organization of club activities using non-traditional methods, including: achieving the denial of the tradition of working within the framework of uniformity or standard requirements;
- d) pay special attention to encouraging the activities of leaders who have been effective in conducting club activities;

Of course, we have come to the conclusion that in extracurricular activities, primary school students are the first to develop creative skills. Creativity is the most difficult thinking ability to acquire, as well as the most required skill.

Creativity always starts with imagination, and research shows that creativity begins with mastering the foundation of knowledge, discipline, and thinking. You can learn to be creative by experimenting, discovering, questioning guesses, using imagination, and synthesizing data.

In particular, the current question "How to cultivate the creative qualities of the individual?" The issue of developing human creative abilities, which has always been the beginning of creativity, is of direct interest to both educators and researchers who are directly involved in the education of primary school students. Education and upbringing, the formation of the individual in society, the development of skills are still the most pressing issues of pedagogy.

One of the main features of the modern concept of education is its humanity and socialization. Humanism requires the "nationalization" of knowledge, that is, the educational process must be organized in such a way that knowledge acquires a personal meaning. The humanism of education is one of the main conditions for the harmonious development of the individual, the development of his creative potential.

At the heart of socialization lies a spiritual culture, a focus on creative activity, a call to arm ourselves with methods of scientific research. Heuristic methods and techniques of scientific knowledge have a special place in this.

Revealing hidden talents in children in the educational process, creating opportunities for them to show their activities from an early age, the development of their creative abilities is a guarantee of developing high-potential, socially active, sharp-witted, resourceful and competitive staff.

This corresponds to one of the priorities of our state - the idea of raising a comprehensively developed person. The formation of creative skills in students in primary education is an important component of the educational process. The age and psychological characteristics of students, who

are active and leading subjects of primary education, as well as the specific aspects of fine arts, labor, music and physical education, require a creative approach from the teacher. The task of the school and the teacher is not only to educate the students but also to develop their abilities. The importance of academic work in developing skills is enormous.

An elementary school teacher can find out what skills their students have, their aspirations to learn, their level of mastery of the learning material, their ability to remember and apply their knowledge in assignments, their problem-solving skills, and their written and oral skills. Also, the following qualities: intelligence, quick and accurate memory, thinking, ingenuity, developed imagination, initiative at work, independence and its productivity can be some indicators of children's abilities.

The educator should encourage the primary school students in every way in their work in terms of initiative and creativity. There is no point in rushing to help a student when he is in trouble. The difficulties should be gradually increased. An elementary school teacher puts a student with high creative ability at risk among learners; rich imagination; development of intuition; philosophical thinking; speed of thinking and organization of action; possessing the speed of thinking; accept and respond to different situations at the same time; high artistic values, the ability to create innovation; it is important to identify specific original ideas based on qualities such as being able to advance and focus on developing these qualities in the learning process.

Creative activity also consists of the following internal components:

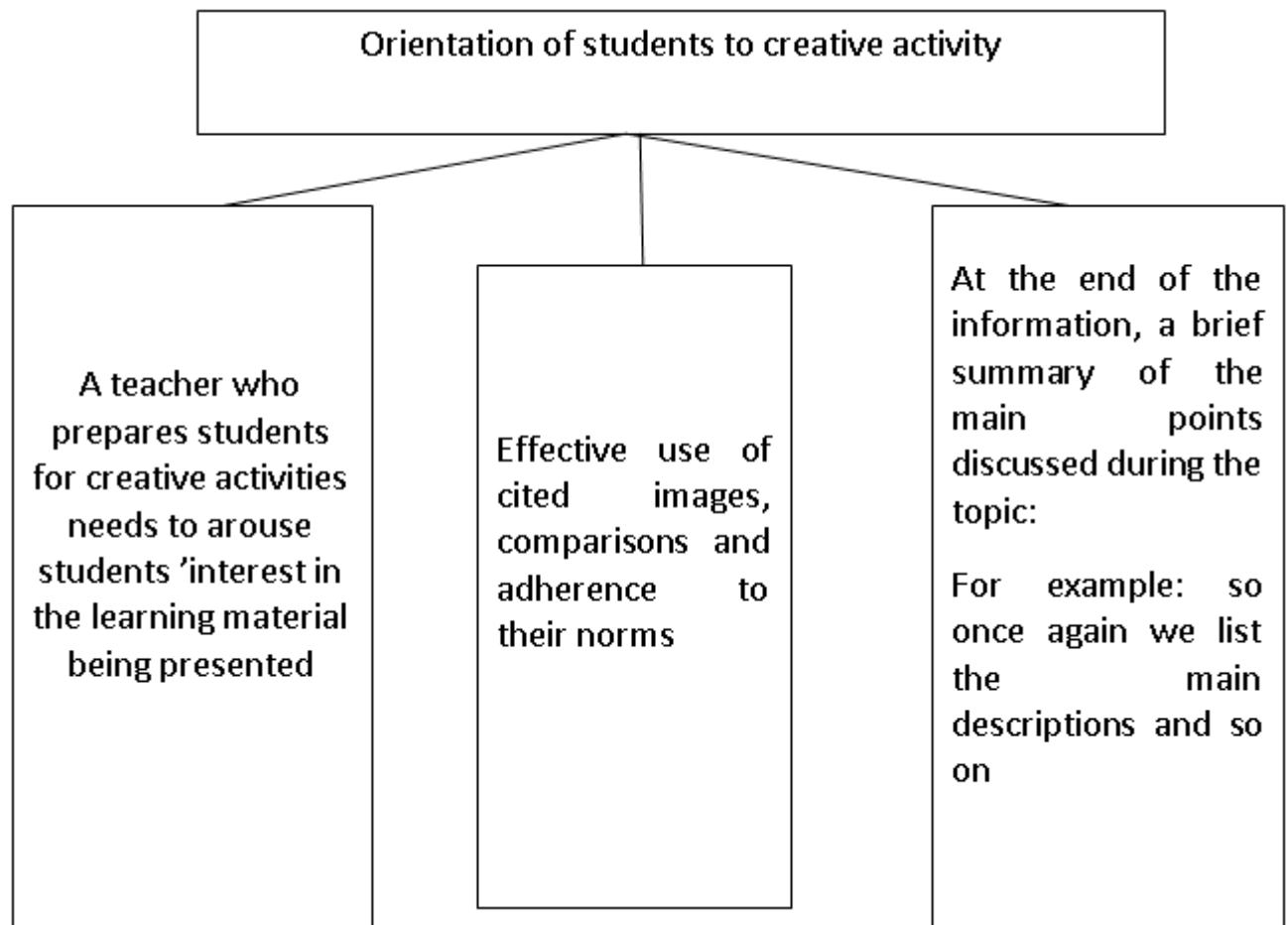
- readiness to perform educational tasks;
- striving for independent activity;
- Conscious performance of tasks;
- structured reading;
- Trying to increase their personal capabilities, etc.

We have tried to develop guidelines for primary school teachers on the development of technology for creating and conducting learning situations to develop creative activity in students, and we cite it below:

1. The main educational object of the research situation (thing, concept, event, process, tradition, thing, etc.). In doing so, identify the object and the problem that is of interest to the children; helping children find their personal inner connection with the object of study directs them to think about how to prepare for issues that are personally important to them. This provides personal experience and educational outcomes for students.
2. Children are given a problem or task whose solution is unknown. Completion of this task will be effective only when the classroom is educationally uplifted and students are active in completing the task.
3. The definition of the assignment may be the result of discussing the problem as a group. The task described by the children is not only interesting, but will be achieved only if it is new to the teacher.
4. Creating an opportunity for the student to personally solve a situation (task) that has arisen or created - is the main stage of the heuristic situation. At the same time it is necessary to determine the sign of creativity from any educational outcome.
5. Demonstration of examples of educational creativity of students: poems, stories, assignments, descriptions, symbols, drawings, projects, etc., discussed in a group, the organization of exhibitions, mutual written reviews, lectures.

6. To be able to substantiate with examples of educational creativity, pictures, narrations, descriptions, opinions of scientists, information in textbooks, personal knowledge and imagination after the demonstration.
7. Organization of children's activities on comparison, comparison, classification of creative samples. When students identify their own views or patterns of creativity, they are helped to understand the reasons for the change in their views. The development of educational situations is ensured.
8. Thinking, analysis of students' understanding of the methods used in cognition, the problem that arises and ways to solve it. Help students identify individual outcomes. Identify team-created learning outcomes. It is possible to prepare the ground for independent and creative thinking in students through the use of various creative tasks designed to form creative activity in students in primary school reading lessons.

The following are examples of forms of organizing such tasks (Figure 1.2):



**Figure 1-2. The structure of directing students to creative activity through clubs**

**Conclusion.** In conclusion, it is important to create different conditions for the development of creative activity of students in the process of primary education. To do this, first of all, the definition of educational requirements and the organization of education on the basis of these requirements on the basis of education, problem-solving and technological approach to education, which seeks its priorities, prepares the ground for the development of creative activity of students. The development of creative activity in students in primary education has a specific psychological and pedagogical characteristics, including the creation of problem situations related to the

development of students' mental activity, purposeful approach to lessons, taking into account students' abilities, interests, desires and wishes, cultivating moral aesthetic sense, knowledge system, skills and abilities to master various forms and methods of activity. Creative activity develops on the basis of the formation of qualities such as creative activity, cognitive activity, organizational activity through three types of education, which lead to effective results through non-traditional forms and methods of education.

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