



Development of Social Entrepreneurship in Students of 5-9 Classes through Activities Outside the Classroom

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Abstract: *The humanity of a person is determined by his spiritual and moral purity of heart, honesty, integrity. This article presents some methods for increasing the social initiative of schoolchildren through extracurricular activities.*

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Spiritual education is the most important stage of human education. In the Decree of the President of the Republic of Uzbekistan I.A. Karimov on the further improvement and efficiency of the "Spirituality and Enlightenment" public center: "The development of high moral qualities in society, the youth of our rich cultural heritage, historical and "Education in the spirit of loyalty to our mothers and universal human values is the decisive factor of all the reforms implemented in our country",¹ - he says. The theory of education consists of a system of leading scientific ideas that reveal the general laws of forming a new person. The theory of education reveals the content of education, its dependence on children's age, the principles of education and the conditions for their effective use, extracurricular activities of students, the joint work of school, family, work teams, and society in child education. Educational theory and methods form the scientific basis of educational activity in schools. But education cannot be separated from education at all. Reading is just a leaf of the flower called education in a broad sense. Just as the leaves that make a flower beautiful are all the same, there is no primary or secondary thing in education.

Prescriptive teaching methods allow students to learn based on observations. Observation is an active form of emotional intelligence that is widely used in elementary grades. The objects and events of the surrounding existence, as well as various models (different types of instruction manuals) are the objects of observation. Instructional teaching methods cannot be separated from oral teaching methods. Demonstrations with instruction manuals are always accompanied by teacher explanations. Demonstration in teaching at the auxiliary school is one of the conditions for solid and conscious mastering of the educational material. In addition to these, demonstrability is a prerequisite for correcting defects in the speech and thinking of students. Using exhibitions, the school, on the one hand, provides students with clear ideas about the world that surrounds them, and on the other hand, provides children with language tools (words, sentences) to express the communication and relationships observed in the real world. teaches how to use it. All visual aids known in pedagogy in secondary school are natural visuality, pictorial visuality (pictures, mock-ups, slides, filmstrips), word visuality and symbolic visuality (photos, drawings, tables, diagrams) are widely used

In the lower classes, natural and pictorial demonstrations are used to create imaginations about things and events (in the upper classes, pictorial and symbolic exhibitions are used, because in the early stages of the child's development, he is capable of mastering abstract material only through concrete, instructive material. "It is very important to connect demonstration with practical activities of students in teaching in auxiliary schools. Therefore, in many science lessons, children make or illustrate what they have learned, and their work is organized in the school yard and in the classroom. It is done. Showing an educational film and slide show is also part of the demonstration method of education. Before showing the film, students should be asked a number of questions. Children need to find answers to them while watching the film. The trip is also a demonstration. Its advantage is that children can learn things in a natural situation while traveling nadis. The trip was effective only if it was well thought out, well prepared and organized by the teacher. The teacher should clearly imagine the purpose of the trip, its importance in learning the educational material, as well as its educational value. . Children should be instructed on what to pay attention to, what they should observe, and questions should be put in front of them, the answers to which children should find in the process of observations during the trip. It is very important to summarize the results of the observation, whether it is an impression from the trip.

In imparting new knowledge, the student widely uses didactic material, the writing of letters and names by students. In some cases, observation in mathematics lessons serves as a leading method. The teacher organizes the cognitive activity of his students using the method of observation in such a way that they can independently make generalizations and conclusions that are easy for them. Organization of monitoring requires the use of a number of methods. It is very important to set a clear goal. Children need to know exactly what to observe, and also to know the characteristic signs of the order being shown. It is also important to use the comparison of the studied object with the previous one. And finally, it is necessary to combine the observation of the object with the teacher's verbal explanations. Practical methods. * Methods related to the process of formation and strengthening of skills and abilities are practical methods of education. Practical methods provide an opportunity to deeply understand the material studied in the classroom, to develop skills and competencies. When applying practical methods, students' activity itself is a source of knowledge. Such methods include oral and written exercises, laboratory work, work in the workshop and on the school grounds. Carrying out various exercises helps to repeat the learned material. In the native language and mathematics programs, exercises are provided for writing letters about work, weighing, measuring, various calculations related to zero, etc. These exercises provide a certain conscious and solid assimilation of my knowledge and skills. Practical work consists of making various things, painting, etc. with the distributed didactic material. The practical work method can be widely used to strengthen skills and develop skills in measuring with various tools (ruler, protractor, scales, etc.), preparing measurements for measuring length, level, and volume. Laboratory - practical work can be organized in several ways depending on the content. In some cases, a large-scale laboratory-practical work can be organized with the whole class: in which all students perform work of the same or close to the same level of complexity and independent performance (for example, measuring the length of an object, shape, drawing a cross-section , level and volume measure). In other cases, it will not be possible to do this and it will be necessary to divide the students into groups. For example, when teaching children to weigh and calculate some levels, one group of children calculates the level of the classroom, others calculate the level of the corridor, the third calculates the level of the gym, etc. Didactic game method Didactic game is an effective method for strengthening knowledge in the auxiliary school conditions. Didactic games develop the main processes of thinking - analysis, comparison, conclusion, etc. A didactic game allows to make one type of material interesting for students. In the game, students do many things without realizing it. Didactic games are widely used in secondary school mathematics classes to reinforce any subject. Research on improving the effectiveness of the educational process has led to

the use of programmed learning. The teaching of the material, which includes small, logically interconnected parts of the educational material and according to specially designed tasks, is called programmed teaching. The reason for attraction is the presence of feedback, the opportunity for students to acquire self-examination skills. The experience of using programmed educational elements has shown that it is appropriate to use it to strengthen knowledge. It is clear from the observations that students are very interested in the programmed tasks, and a high degree of independence appears in their execution. This method allows the teacher to fully identify the difficulties of the students and provide them with the necessary support.

Raising a mature person is the ultimate goal of education. The structure of the education system can be compared with a building consisting of bricks, concrete slabs, iron materials and other details. In construction, every detail has its own function, and at the same time, it also performs a general function to a certain extent. However, at the same time, just as a collection of the highest quality items does not become a building, individual parts and components of the educational process do not give the necessary result. For this, all details in education: goals, tasks, content, forms, methods should be common and together. A comprehensive approach to personal education objectively ensures the unity of intellectual, ideological, moral, aesthetic and physical education, the unity of the mind, behavior and activity of students, including individual, group and mass forms of organization in the educational process. requires the creation of a complex pedagogical system and the practical implementation of this system. The educational process is aimed at forming the social and valuable qualities of a person, creating and expanding the scope of his relations with the environment, people, and himself. The broader, more diverse and deeper the system of a person's relationships with various aspects of life, the richer his own spiritual world.

Education is a long and actually continuous process, which begins before the child enters school and continues throughout life. The results of the educational process are usually not of the same nature. This depends on many reasons, individual typological differences of the student, life and spiritual experience of the teacher, personal attitude. may not affect the spiritual world of another child. We must not forget that education is a dialectical process. The child enters into various relationships with the complex world of the environment. It is impossible not to take this situation into account in the current educational process. This situation brings thoroughness, enthusiasm, variability to the educational process. No educational tool can be permanent. Because the child changes, develops and becomes more complex, the special dialectic of the educational process is caused by the fact that the educated person participates in this process not only as an object, but also often as a subject. In education in general, the concepts of "subject" and "object" are closely related to each other and require each other.

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