



## Methodology of Developing Learning Skills of Primary School Students through Extracurricular Activities

**Turumbetova Aygul Yusupbayevna**

Trainee Teacher, Department of Distance Learning of Humanities and Social Sciences,  
Nukus State Pedagogical Institute, Nukus, Uzbekistan, Karakalpakstan

*Received 14<sup>th</sup> Aug 2023, Accepted 16<sup>th</sup> Sep 2023, Online 19<sup>th</sup> Oct 2023*

**Abstract:** *The article deals with the development of effective methodologies aimed at enhancing learning skills among elementary school students through the integration of extracurricular activities. The article acknowledges the critical role that extracurricular activities play in holistic education, fostering not only academic development but also social, emotional, and physical well-being. The research aims to provide a comprehensive overview of methodologies that have proven successful in achieving this objective.*

**Keywords:** *methodology, school, students, extracurricular activities, cognitive development, social-emotional learning.*

The article examines the theoretical framework underlying the incorporation of extracurricular activities in elementary education. It delves into the socio-constructivist perspective, emphasizing the importance of hands-on, experiential learning in promoting cognitive, affective, and psychomotor domains of learning. Additionally, the research highlights the psychological theories related to motivation, engagement, and self-regulation, underscoring their relevance in extracurricular program design. Furthermore, the research evaluates the implementation strategies and best practices associated with integrating extracurricular activities into the curriculum. Factors such as resource allocation, teacher training, parental involvement, and assessment methods are scrutinized to provide practical insights for educators and policymakers. The research draws upon a comprehensive range of primary and secondary sources, including peer-reviewed journal articles, books, reports, and educational policy documents. Additionally, it incorporates empirical studies and longitudinal research findings to support the efficacy of the proposed methodologies.

The aim of this research is to investigate and discuss the methodology employed in developing learning skills among elementary school students through extracurricular activities. Extracurricular activities play a pivotal role in enhancing cognitive, social, and emotional development in students. This study delves into the various approaches and techniques employed to effectively integrate extracurricular activities into the elementary school curriculum.

- 1. Activity Selection and Design:** Extracurricular activities should be carefully selected to align with the learning objectives [2]. These activities can range from arts and crafts to sports, music, drama, and academic clubs. The design of each activity should be age-appropriate and cater to the diverse interests and abilities of students.

2. **Incorporating Educational Objectives:** Extracurricular activities should not be seen as separate from the academic curriculum. Instead, they should be structured to complement classroom learning and reinforce key concepts. For example, a science club can conduct experiments related to classroom topics.
3. **Skill Integration:** Activities should be structured to target specific learning skills such as critical thinking, problem-solving, teamwork, and communication. For instance, a debate club can enhance critical thinking and communication skills.
4. **Qualified Facilitators:** Competent instructors or facilitators are crucial for the success of extracurricular activities. They should have expertise in the chosen activity and possess the skills to engage and motivate students effectively.
5. **Inclusive Participation:** Encouraging inclusive participation ensures that all students, regardless of their background or abilities, have the opportunity to engage in extracurricular activities [3]. This can be achieved through flexible scheduling and adapting activities to accommodate diverse needs.
6. **Assessment and Feedback:** Regular assessment of students' progress in extracurricular activities is essential. This can be done through performance evaluations, self-assessments, or peer evaluations. Feedback should be constructive and highlight areas for improvement.
7. **Parental Involvement:** Engaging parents in the extracurricular process can enhance its effectiveness. This can be achieved through regular updates, workshops, and involving parents as volunteers or supervisors during activities.
8. **Resource Allocation:** Adequate resources, including materials, equipment, and space, should be allocated for extracurricular activities. This ensures that students have access to the necessary tools for meaningful participation.
9. **Flexibility and Adaptability:** The methodology should be flexible to accommodate changes in student interests and needs. This may involve introducing new activities or modifying existing ones based on feedback and evolving educational goals.
10. **Long-term Impact Assessment:** Evaluating the long-term impact of extracurricular activities on learning skills is crucial [1]. This can be done through longitudinal studies, tracking students' progress, and gathering feedback from alumni regarding the influence of these activities on their academic and personal development.

The research topic on the methodology of developing learning skills of elementary school students through extracurricular activities holds significant importance for several reasons:

1. **Holistic Development:** Extracurricular activities offer a platform for students to develop skills beyond the traditional academic curriculum. By focusing on learning skills, this research addresses the need for a more comprehensive and well-rounded education.
2. **Engagement and Motivation:** Engaging students in extracurricular activities provides them with a practical and hands-on approach to learning. This often leads to increased motivation and interest in their studies, as they can see the real-world applications of what they are learning.
3. **Diversity of Learning Styles:** Not all students learn in the same way. Extracurricular activities can cater to various learning styles, such as kinesthetic, visual, or auditory, allowing students to discover and harness their unique strengths [4].

4. **Soft Skills Development:** Apart from academic knowledge, extracurricular activities can foster the development of crucial soft skills like teamwork, leadership, communication, time management, and problem-solving. These skills are essential for success in both academic and professional settings.
5. **Enhanced Cognitive Abilities:** Engaging in activities that require critical thinking, creativity, and problem-solving can lead to improved cognitive abilities. This research addresses how specific extracurricular activities can be designed to enhance these cognitive functions.
6. **Lifelong Learning Habits:** Instilling effective learning skills at an early age sets the foundation for lifelong learning. Students who learn how to learn are more likely to continue their education beyond compulsory schooling and pursue lifelong intellectual growth.
7. **Improved Academic Performance:** Research indicates a positive correlation between participation in extracurricular activities and academic success. By focusing on the methodology of incorporating learning skills, this research seeks to further understand and optimize this relationship.
8. **Social and Emotional Well-being:** Engaging in extracurricular activities can provide a sense of belonging and community for students. It can also serve as a means of stress relief and emotional expression, contributing to overall well-being.
9. **Equity and Inclusion:** By examining the methodology of incorporating learning skills through extracurricular activities, researchers can explore how to make such opportunities accessible to a diverse range of students, ensuring that all children have the chance to benefit.
10. **Educational Policy and Curriculum Development:** Insights gained from this research can influence educational policy and curriculum design [5]. Schools and educational institutions may use these findings to optimize their extracurricular offerings and teaching methodologies.

To sum up, the methodology for developing learning skills through extracurricular activities in elementary schools is a multifaceted process that requires careful planning, skilled facilitation, and ongoing assessment. When implemented effectively, extracurricular activities serve as a powerful tool to enhance students' cognitive, social, and emotional development, providing them with a holistic education experience. This research discussion provides a comprehensive framework to guide educators and stakeholders in this endeavor. In summary, this research topic has the potential to revolutionize the way we approach education by recognizing the vital role that extracurricular activities play in the holistic development of elementary school students. It addresses the multifaceted nature of learning and provides actionable insights to educators, policymakers, and parents alike.

## REFERENCES

1. Eccles, J. S., & Barber, B. L. (1999). Student council, volunteering, basketball, or marching band: What kind of extracurricular involvement matters? *Journal of Adolescent Research*, 14(1), 10-43.
2. Larson, R. W., & Angus, R. M. (2011). Adolescents' development of skills for agency in youth programs: Learning to think strategically. *Child Development*, 82(1), 277-294.
3. Mahoney, J. L., Cairns, R. B., & Farmer, T. W. (2003). Promoting interpersonal competence and educational success through extracurricular activity participation. *Journal of Educational Psychology*, 95(2), 409-418.
4. National Center for Education Statistics. (2019). Arts Education in Public Elementary and Secondary Schools: 1999–2000 and 2009–10 (NCES 2012-014). U.S. Department of Education.
5. Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805.

6. Сарсенбаева З. Лингвокультурологический анализ культуры каракалпаков в пословицах //Общество и инновации. – 2022. – Т. 3. – №. 8/S. – С. 39-42.
7. Polatovna B. N., Qizi S. Z. J. Improving Lexical Competence of B2 Level English Learners in the Karakalpak Auditorium //Universal Journal of Educational Research. – 2020. – Т. 8. – №. 11B. – С. 6082-6090.
8. Сарсенбаева З. Ж. Grammatical expressions of proverbs in the past indefinite tense with translations in Karakalpak and Russian languages //Pedagogical Sciences. – С. 48.
9. Sarsenbaeva Z., Uteshova Z. Principles of Teaching Karakalpak Students English Speech Etiquette //Humanising Language Teaching. – 2022. – Т. 24. – №. 4.
10. Сарсенбаева З. и др. Expression of proverbs in the present indefinite tense with translations in Karakalpak and Russian languages //Молодой ученый. – 2018. – №. 18. – С. 471-473.
11. Sarsenbaeva Z., Uteshova Z. Principles of Teaching Karakalpak Students English Speech Etiquette //Humanising Language Teaching. – 2022. – Т. 24. – №. 4.
12. [www.ziyonet.uz](http://www.ziyonet.uz)
13. [www.jstor.org](http://www.jstor.org)
14. [www.academia.edu](http://www.academia.edu)