INTERNATIONAL JOURNAL ON HUMAN COMPUTING STUDIES
https://journals.researchparks.org/index.php/IJHCS e-ISSN: 2615-8159 | p-ISSN: 2615-1898
Volume: 03 Issue: 10 |Dec 2021

Ways to Organize Extracurricular Activities in Mathematics and Teaching Methodology

Tojiyev Husniddin Baxtiyorovich
Master of Termez State University

Annotation: This article is about activities that can be out of class and is also useful for students to spend their extracurricular time meaningfully. Today, the world community pays great attention to the efficient use of time. Only those who make useful and good use of their time will grow up to be well-mannered and educated individuals with a worthy place in society.

Keywords: extracurricular activities, mathematics teaching methods, Primary education, didactic games, didactic game technologies, didactic game lessons, pedagogical task, innovative educational technologies, multimedia.

Extracurricular activities aim to deepen and expand students' knowledge of mathematics, practice solving complex examples and problems, and exposing some of the questions that open up aspects of mathematics that are relevant to life and are not included in the syllabus.

There are the following types of extracurricular activities: Math Circles, Olympiads, Fun Math Nights, Math Excursions. Also publishing a math newspaper, organizing math quizzes and corners[1]. Extracurricular activities in mathematics are defined as extracurricular activities based on the material related to the extracurricular program. The radical reconstruction of the social structure that has taken place over the millennia has inevitably necessitated the reform of the education system.

This, in turn, determines the need to solve a set of tasks, the main of which is to form a worldview that corresponds to the level of modern knowledge and the level of the curriculum; formation of a system of values and its manifestation in personal qualities; is the formation of thinking through educational activities[2].

The globalization of the formation of selected priorities means, at the same time, the complexity of their implementation. One of the tasks of creating a system of continuing education is to ensure continuity in the teaching of certain subjects at all stages of the system, in particular, between the primary and secondary levels of secondary schools. However, so far the problem cannot be called solved. This is confirmed by the statements of many authors. "The problem of continuity between primary and secondary schools remains painful and urgent." "The math teacher needs to retrain the children and correct the methodological mistakes made in the previous stages." "There are serious difficulties in implementing the continuity between individual levels of school education, especially between primary and secondary schools"

“High school math teachers face certain challenges in teaching fourth graders. These challenges are due to objective reasons that are specific to both mathematics programs for primary and secondary schools, as well as methodological approaches applied at different levels of education. ”In our view, o in primary and secondary schools[4]. The main sources of "problem areas" in ensuring the continuity between methodological approaches to education are:

- Inadequate assessment of opportunities for the development and "exploitation" of abstract thinking in children of primary school age, in this regard: opportunities for the development of

INTERNATIONAL JOURNAL ON HUMAN COMPUTING STUDIES
https://journals.researchparks.org/index.php/IJHCS e-ISSN: 2615-8159 | p-ISSN: 2615-1898
Volume: 03 Issue: 10 |Dec 2021

students' abstract thinking and a qualitative disclosure of the essence of the studied material;

b) rules and concepts that are not used in subsequent lessons and that lead to the violation of the content of the training material and the use of incorrect methods of working with it.

- "Value shift". The primary school focuses on the formation of the main focus (knowledge, skills and competencies) and, in terms of the least quality, is engaged in the formation of its other general task - learning activities, which is manifested in the following: o ' leading the class by the ante[6];

Giving middle school students the great freedom they naturally need (they are not ready for it) disrupts the system established by the elementary school and reduces learning effectiveness, allowing students to rebuild their consciousness. requires more time and effort. developing skills in independent learning, b) c elementary school, the proportion of memorization and teaching exercises to reinforce and repeat the past is unacceptably high[5].

When students move from the primary grades to the middle level of the general education school, "reorganization of all types of school activities, including mental activities," takes place.

The need to bridge the gaps shown between existing approaches to teaching in the primary and secondary stages of the modern school demonstrates the relevance of the chosen research topic.

The challenge of this work is related to the need to overcome the inconsistencies between methodological approaches to teaching in the primary grades of school and to prepare students to study systematic courses in algebra and geometry in the comprehensive middle school grades. liq[3].

Achieving this goal requires addressing a number of specific issues:

- Study of the literature on the problem of integration in the teaching of mathematics;
- Analysis of the traditional method of studying arithmetic operations in the elementary course of mathematics in terms of the dissertation problem;
- Demonstrate the ability to use new approaches to teaching to ensure continuity in the study of addition and subtraction;
- Development of technology for the study of arithmetic operations based on the implementation of an activity-based approach to learning;
- to test a new technology of learning addition and subtraction and to analyze its possibilities in terms of ensuring continuity between the initial stage of learning mathematics and subsequent preparation[7].

"Addition and subtraction", as well as continuity in content and process; the study of computational operations with non-negative integers, the theoretical development of a methodology for solving problems and equations; educational models and stages of organizing student labor using these models have been developed.

Extracurricular activities are also important for students to spend their free time meaningfully. The world community today pays great attention to the efficient use of time. Only those who make good use of their time will grow up to be well-rounded people who have a worthy place in society[6]. In this regard, the following words of the President Sh. M. Mirziyoyev are a clear proof of our opinion: We will mobilize all the forces and capabilities of our state and society for its perfection and happiness. "

Extracurricular activities have some differences from classes:

1. Does not apply to the math program in its content. But the knowledge imparted must be commensurate with the strength of the students.

2. Extracurricular activities should be as engaging as possible for all students. Students with low self-esteem can also become active learners through interest.

https://journals.researchparks.org/index.php/IJHCS e-ISSN: 2615-8159 | p-ISSN: 2615-1898
Volume: 03 Issue: 10 |Dec 2021

3. Extracurricular activities are organized on a voluntary basis, but interest must be ensured. These classes will not be graded, but students who actively participate will be encouraged.

4. Depending on the content and format of the training, it can last from 10-12 minutes to 1 hour.

5. Variety of content and forms of extracurricular activities.

Extracurricular activities include: interesting textual problems, acute intelligence problems, humor problems, missing or redundant information problems, logic problems, interesting mathematical events, arithmetic rebuses, games, tricks, puzzles, historical ma data transfer and so on.

As mentioned above, there are different types of extracurricular activities, all of which have the same goal - to ensure that students grow up well [4-7].

The timely and effective organization of extracurricular activities in mathematics in schools provides a broad basis for students to apply the science of mathematics and its theoretical knowledge in practice.

In this regard, our President Sh. M. Mirziyoyev: "In the context of rapid development of science and technology, increasing competition in the global world, the competitiveness of each state and society in this process depends on the intellectual development of young people and the full realization of their talents and abilities." ladi.

Our country has produced great thinkers who have made an invaluable contribution to the development of world science. We need to educate our youth to be worthy of them. Schooling has a special place in this, ”he said.

References:

1. O‘zbekiston Respublikasi Prezidentining “O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasi” PF-4947 son Farmoni, Toshkent. 2017-yil 7-fevral.
2. Sh. M. Mirziyoyev Tanqidiy tahlil, qat’iy tartib-intizom va shaxsiy javobgarlik har bir rahbar faoliyatining kundalik qoidasi bo’lishi kerak T:. “O’zbekiston” 2017. 64-bet.
3. M.Jumayev “Boshlang‘ich sinflarda matematika o‘qitish metodikasi”. Darslik. Toshkent – 2007.
4. Zokirov, Javohir Gaybullo Ogli, & Xurramov, Rustam Sayfiddinovich (2021). FORMATION OF ETHNOPEDAGOGICAL VIEWS AMONG STUDENTS THROUGH THE STUDY OF THE LIFE AND WORK OF ALISHER NAVOI. Oriental renaissance: Innovative, educational, natural and social sciences, 1 (10), 339-343.
5. Kadirova, D. (2021). GROWTH RHYTHM OF INTRASPECIFIC FORMS OF WHEAT. Web of Scientist: International Scientific Research Journal, 2(11), 294-299.
6. Dilfuza Jabborova, Kannepalli Annapurna, Mohina Fayzullaeva, Khurshid Sulaymonov, Dilbar Kadirova, Zafarjon Jabbarov and R. Z. Sayyed (2020). Isolation and characterization of endophytic bacteria from ginger (Zingiber officinale). Ann. Phytomed., 9(1):116-121.
7. Саломов, А. А., & Хуррамов, Р. С. (2019). ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ РАЗВИТИЯ ЛОГИЧЕСКОГО МЫШЛЕНИЯ НА УРОКАХ МАТЕМАТИКИ В НАЧАЛЬНОЙ ШКОЛЕ. Интернаука, (41-1), 12-14.