

WAYS TO IMPROVE EDUCATIONAL EFFECTIVENESS THROUGH CROSS-CURRICULAR COMMUNICATION IN EXTRACURRICULAR ACTIVITIES

Akmanova Sayyora Alimbaevna

Master's student of the Faculty of History, Jizzakh

State Pedagogical University

Annotation: This article discusses ways to increase the effectiveness of education through inter-curricular communication in extracurricular activities and its specific features. The article also describes ways to improve technologies for developing student's creative abilities, ways and effectiveness of developing student's creativity in the educational process based on interactive methods and games.

Keywords: Promoting reading, age-relatedness, perception and abilities, training and program, social adaptation, speech system, extracurricular activities, additional reading, theater and films, conferences and circles, reading evenings, visits to museums.

INTRODUCTION

The importance of history in raising children who are devoted to their homeland is great. After all, through this subject, a sense of patriotism, courage, heroism, and noble qualities enter the child's heart. Students will, of course, master the main content of the educational material during the lesson in the classroom. However, not all the knowledge and skills that students need to learn according to the State Educational Standard and the science program can be accommodated within the framework of classroom activities. In addition, in conditions where the volume of historical, scientific, and political information is rapidly expanding and constantly increasing, it is extremely necessary to organize extracurricular activities so that students can constantly replenish their knowledge.

Also, the role of extracurricular activities in developing the intellectual abilities of students, ensuring their deep knowledge, and raising their historical thinking and consciousness is important, and requirements are set forth in a special Concept [Concept of Extracurricular Educational Activities. 2000. p. 301].

Reading books enriches thinking and elevates spirituality. Books are the best means of instilling in the soul feelings of love for the Motherland, loyalty to the country, and kindness to people. Today, reading and the culture of reading have risen to the level of state policy. The decree of the President of the Republic of Uzbekistan dated January 12, 2017 "On the establishment of a commission for the development of the system of printing and distribution of book products, the development and promotion of the culture of reading and reading" became a relevant document.

Various spiritual and educational events and historical evenings play a great role in the study of history. It is important to educate students in the spirit of patriotism through the lives and activities of great historical figures. By presenting stories and scenes from plays about our compatriots who fought for the freedom of our homeland, great statesmen, and scientists, in addition to providing in-depth

knowledge, they also serve to educate young people in the spirit of national ideas and patriotism that are relevant today. Taking into account the psychological characteristics of young students, the presentation of stage performances based on historical and artistic works not only ensures interest in history among young students, but also serves to form such human qualities as love for the Motherland, mutual friendship, courage, bravery, and self-confidence [Mansurov U. 2022. pp. 108-109].

MAIN PART

In order to deeply master the subject of history, extracurricular activities are of great importance. The content, forms and methods of extracurricular activities on history are categorized in the textbook by A. Sadiev entitled "Teaching the History of the Peoples of Uzbekistan", and this category can be further improved based on today's requirements:

Additional reading. Books read in history can be divided into three groups. They are:

- historical sources;
- books prepared on the basis of research;
- fiction literature related to the historical period.
- Viewing additional pictures, presentations, and conducting conversations are also of great importance [Sadiev A. 1993. p. 98-99].
- Watching theater and films on the topic and discussing them together. In particular:
- Organizing historical spiritual and educational evenings;
- Stage historical productions or plays;
- Organizing school historical exhibitions;
- Organizing excursions to holy places;
- Organizing history clubs;
- Organizing conferences on history, including interesting lectures by Timur scholars, and ensuring the participation of students in lectures.
- Visiting museums.

Although the content and forms of extracurricular activities on history vary, they serve one goal, namely the implementation of educational and educational tasks.

Additional book reading is an important form of extracurricular activities. This starts with promoting and encouraging students to read books, explaining their importance, and instilling interest in books. When organizing extracurricular reading, the age, knowledge, and skills of students should be taken into account. The teacher first introduces students to the literary and popular scientific works listed in the textbook and tells them how to use them, informs them about newly published books, and organizes reading evenings [Mansurov U. 2022. p.110-111].

Starting from the 5th grade, history will be taught in the form of a story at school. In order to interest students in grades 5-6 in reading, advanced teachers have been using the following method. The teacher, in addition to using the books that students need to read in the lesson,

introduces these books to students in optional lessons and circles according to a plan. However, it is not good to drag out the reading, it should not exceed 15-20 minutes.

When organizing additional reading, it is necessary to be able to organize independent reading in addition to getting students interested in books. Books that students need to read additionally are recommended in a timely manner. As indicated in some methodological works, it would not be right to recommend a large list of books for all grades to read in a quarter or half of the academic year, and experience has proven this wrong. In this matter, it is also necessary to take into account the age, level of knowledge and skills of the children of each grade. For example, in grades 5-6, after the topic of the book that students should read independently is studied in class, it is recommended which book to read; in grades 7-8-9-10-11, books are recommended for independent reading. Activities such as discussing the books read also play an important role.

Meetings of students with authors play an important role in increasing their enthusiasm for reading. The teacher constantly monitors how students use the recommended books.

In this way, the teacher increases the motivation of students to read additional literature, teaches them to read books with understanding, teaches them to connect the knowledge they have read from additional books with the knowledge they have gained in class, in the history circle, and on excursions, and teaches them to use them. In order to cultivate a conscious and correct attitude towards books recommended for independent reading in students, it is necessary to teach them to record the books they have read in a special notebook and write their own brief reviews of each book.

Naturally, the assessments of students in grades 5-6 for the books they read are superficial, but later, say, the assessments of students in grades 7-8 become richer in content. In grades 9-10-11, the content of the assessments given becomes even deeper.

By holding reading evenings in extracurricular activities, the teacher teaches young people to love books, to search for information, to analyze and research it.

When studying literature at reading evenings, the following principles should be observed:

- orientation - to allow students to focus on the main points of the knowledge gained, its role and significance in future work;
- informativeness - to reveal the essence of the subject through scientific evidence and conclusions of the knowledge given by the teacher;
- methodological approach - to familiarize themselves with the research conducted in recent years, to demonstrate the knowledge gained on the basis of scientific research;
- educational - to awaken an emotional-evaluative attitude to the subject;
- developmental - to help develop interests in learning, that is, logical thinking and reasoning skills [Mansurov U., 2022. p. 112].

The use of innovative technologies, in particular interactive methods, and the use of modern pedagogical technologies in promoting and encouraging book reading are among the urgent tasks of today.

In particular, the use of “cooperative reading” and “project” technologies is effective. In this case, information from historical sources and scientific achievements in research can be introduced into independent reading. The information involved should meet the didactic requirements of the lesson and ensure that the knowledge gained in the lesson is developed and further enriched.

Young readers, members of the circle cannot independently read and understand the description of historical sources written in a complex manner, their content, and spiritual and educational aspects.

Therefore, it is advisable to provide young students with the instructive pictures obtained as a result of the analysis of historical sources in various forms of extracurricular activities.

History circles, conferences. The role of the history circle in the main form of extracurricular activities is great. It is in history circles that students systematically increase their knowledge of history using historical sources, scientific and popular scientific materials, and fiction. The history circle (or society of historians) is the center for organizing all mass activities carried out outside the classroom and its most compact form.

In the history circle, topics are planned depending on the interests of the students - the personality and activities of Amir Temur, processes in the history of our Motherland, great personalities of that era, scientists, cultural and artistic figures, the history of culture and art of that era, etc.

In school practice, the content of the circle's work varies depending on the age, level of knowledge and qualifications of its members. The main task of the history circle organized for students in grades 5-6 is to develop the emerging interest in studying history in students, while in grades 7-8 it is to teach them to work independently and creatively on historical materials. If narrative information is interesting and understandable to students in grades 5-9, then students in grades 10-11 will be interested in the works of scientists and researchers who have studied the topic [Sadiev A. 1993. p.98].

The topics and content of the organized circle should meet the growing demands of students, and attention should be paid to ensuring the participation of students, along with the use of modern information technologies. In this case, students are also introduced to some aspects of historical research. For example, it involves the use of information from specialized areas of history, such as chronology, archeology, numismatics, ethnography, sphragistics, heraldry, paleography, metrology, and historical geography, in order to expand the intellectual knowledge of students [Mansurov U., 2022. p. 113].

The history club helps students to increase their interest in studying history, to further enrich the knowledge they have acquired in the lesson, in particular, they learn to search for information, analyze it, participate in lectures, work with educational technology, and in short, to develop their skills in independent creative work.

Conferences play a special role in the study of history. Purposefully held conferences serve to study history in depth and ensure the active participation of students in it. Conferences are an important form of extracurricular activities and serve as an important means of supplementing the knowledge students have acquired in the lesson, developing their independent and creative work skills, and preparing them for social activities.

One of the most widely used types is a reader's conference. The books read are discussed at the conference under the guidance of a teacher. If possible, it would be even better if the author of the book being discussed participated. The plan drawn up by the history teacher may include lectures, educational conferences, meetings with artists from various fields of the subject at these conferences, then watching films and plays on the subject, organizing various competitions, organizing art exhibitions on the subject, etc.

The use of interactive methods such as ensuring the participation of talented students in conferences and involving participants in quiz questions also gives good results.

The role of spiritual and educational activities in extracurricular activities. Holding spiritual and educational activities is an important organizational form of extracurricular activities, and their main task is to explain to students the content, essence and significance of instructive historical events and teach them to learn from them, in addition to providing scientific information.

In the experience of the school education system, the creativity of the organizing teacher shows the level of historical evenings on various topics. The following requirements are set for spiritual and

educational events and historical evenings on historical topics:

- the spiritual and educational events, historical evenings held should help to educate students in the spirit of patriotism, hard work, and national values.

- each evening held should become a spiritual holiday for students, in which each student participating in it should demonstrate his abilities and talents.

For the interesting conduct of these events, it is possible to listen to lectures appropriate to the topic, recite poetry, and organize meetings with participants in historical events. It is advisable that each evening be supplemented with an artistic component (songs, melodies, music, staging, quizzes or various intelligence competitions, contests, etc.) [Mansurov U. 2022. p.114-115].

Such spiritual and educational events increase the activity of students, their participation in organizational work teaches them to socially useful work, increases their sense of responsibility to the community. It is advisable to hold spiritual and educational events, historical evenings on a planned basis, in such a way that the content of the curriculum is related to the topical issues of our time, the dates of birth of great personalities, statesmen and scientists.

Historical evenings are also devoted to topics related to the socio-political, economic, and cultural life of our time that are considered relevant. These spiritual and educational events, historical evenings and conferences are an important form of extracurricular activities, serving as an important means of supplementing the knowledge students have acquired in class, developing their ability to work independently and creatively, and preparing them for social activities.

Extracurricular games: They recreate real-life situations, develop interpersonal communication skills, promote socialization, and help overcome the barrier of isolation. This can be a role-playing game, a reenactment of a historical episode, or a scene from a literary work. Extracurricular activities include a visit to the theater, philharmonic society, a museum, or a botanical garden. Stages of extracurricular activities: Any event is a process that includes preparation, organization, implementation, and analysis.

Preparation: At this stage, the teacher determines which topic and educational area will be most interesting for a particular class and each student. To do this, you can conduct a survey among students and their parents. After determining the topic, the teacher, together with the class (and, if desired, their families), determines the goals and objectives of the event, selects its form, draws up a plan, determines the necessary materials and equipment. Involving the class in planning and organizing is also part of educational activity [Kasimov A. p.135].

The role of museum pedagogy in educating the heirs of our cultural heritage. As with the changes taking place in all areas in our country, a new era has begun in the activities of museums. A number of Decrees and Resolutions of the Republic of Uzbekistan on the development of museums [Decree of the President "On the radical improvement and improvement of the activities of museums". www.Lex.uz website], especially the Resolution of July 11, 2014 "On measures to ensure the openness of state museums to children and their parents" set urgent tasks, such as the development of museum pedagogy, in particular, measures to establish work with children in museums, and the development of programming support [Resolution № 189 "On measures to ensure the openness of state museums to children and their parents"]. Children are permanent participants in the museum as the heirs of our cultural heritage. The museum is not only a spiritual and educational institution, but also a place of education with great power, imparting knowledge through its exhibits. Therefore, museums play a great role in extracurricular activities for the school community in ensuring the effectiveness of educational work carried out in the educational system. For this, the integration of disciplines with planned practical exercises, expeditions and trips in advance will increase the effect of deep mastery of the subject.

Since young students are permanent participants in museums, working with them is considered one of the most important issues of museology, and for this it is necessary to develop various activities that

meet the requirements of the time. In this regard, the following ideas in the article by J. Ismailova "Museum Pedagogy: Experience and Research" will help us develop museum pedagogy: By the beginning of the 21st century, new directions in the processes of working with students and pupils began to develop in modern museums. Even special training is needed in communication with preschool educational institutions. As a result, a new direction in pedagogical science was formed on the basis of experiences - museum pedagogy. Museum pedagogy, with its various methods, greatly helps to find a way to the hearts of people of different ages. The artifacts and antiquities displayed in the museum exhibits are very mysterious and interesting for children and students of different ages. The cultural educator acts as a guide who leads them into this magical world [Ismailova Dj., 2014. pp.37-39].

Museum pedagogy recommends carrying out various forms of work with young visitors: through quizzes, contests, role-playing games. As tasks for children, they give assignments:

1. My family tree.
2. Monuments in my house.
3. Travel around my country.
4. My village and so on.

In museum pedagogy, that is, when working with young visitors, the following should be followed:

1. Formation of skills and requirements for communicating with monuments;
2. Development of a sense of aesthetic satisfaction and excitement, ability;
3. Formation of historical memory in young people;
4. To form a sense of respect and appreciation for other cultures;
5. To master the unique language of the museum exposition;
6. To develop skills in communicating with cultural heritage, in behaving in a museum, in learning, in viewing objects [Mansurov U. 2022. pp. 116-117].

Today, museums are becoming a miraculous educational place that mainly satisfies the interests and demands of young people, allowing them to freely communicate with history face to face. Museums are centers that convey scientific, historical, and cultural values to the younger generation through material and spiritual monuments. Therefore, museum pedagogy requires a programmed approach for visitors of different ages, given that exhibits and exhibitions are a classroom with educational and educational power. That is, it is advisable that the information provided to young visitors, historians, and researchers fully meet their age and psychological aspects.

Museum pedagogy, with its various methods, greatly helps to find a way into the hearts of people of different ages. The artifacts and antiquities displayed in museum exhibits are very mysterious and interesting for children and students of different ages. The cultural educator acts as a guide who leads them into this magical world.

Museum pedagogy is described in detail in J. Ismailova's manual "Museum and Society". As the scientist noted, modern museums are developing a variety of methodological methods for working with children. Their number and scale are very wide, and each museum operates based on its own characteristics and content of its activities [Ismailova Dj. 2015. p. 92].

RESULTS AND DISCUSSIONS

It is noteworthy that in Uzbekistan, for the first time, the experience of museum pedagogy was applied, and in 2011, the "World of Wonders" children's museum was established under the State Museum of the History of Uzbekistan and a database was developed for it, intended for children aged 4 to 14 years. This museum creates a great opportunity for children to develop historical thinking, freely communicate with the historical era, and "live" in the "live" environment of that era [Ismailova Dj., 2013. p. 20].

If this idea is applied to the State Museum of the Timurids, it is important to ensure the formation of a scientific reference apparatus that takes into account the age psychological characteristics of museum visitors, and to introduce the widespread use of modern information technologies and tools for this.

Museum pedagogy recommends conducting various forms of work with young visitors: through quizzes, contests, role-playing games. The State Museum of the History of the Timurids gives children tasks as tasks. These tasks can be prepared as follows:

- Compile a genealogy of Amir Temur. Prepare detailed information about the children of Amir Temur;
- Compile a chronicle of the life and activities of Amir Temur;
- Write a genealogy of Amir Temur;
- Tell the meaning of the word "Sahibqiron";
- Identify the territories of the Amir Temur empire and provide information about "Amir Temur as a great commander";
- Prepare information about Amir Temur and the monuments of the Timurid era;
- Write an essay on the topic "Amir Temur is a creator" from the exhibits in the museum [Mansurov U., et al. 2022. p. 118].

In museum pedagogy, that is, when working with young visitors, the following should be followed.

1. Carefully, politely and firmly monitor the movements of children. Their curiosity may flare up and they may unknowingly touch or hold the museum exhibit, which in turn may negatively affect the preservation of cultural treasures without damage or loss;
2. Do not allow young children to chew gum in the museum. Because most gum chewers stick their gum somewhere in the museum exhibit;
3. Form the skills and requirements for communicating with monuments;
4. Develop the sense and ability of aesthetic pleasure;
5. Form historical memory in young people;
6. Form a sense of respect and understanding for other cultures;
7. Be able to master the unique language of the museum exposition;
8. Develop skills in communicating with cultural heritage, behaving in the museum, learning, and viewing objects [Mansurov U. 2022. p. 118-119].

B. Khodjaev's article "Museum Pedagogy: History and Prospects of Development" describes the conceptual foundations and historical and progressive development of museum pedagogy. The author studied the theoretical and practical aspects of creating virtual museums as a promising direction of museum pedagogy.

The author cites as an example that at the beginning of the 20th century, only in the United States in the world did museums operate with the main slogan "please hold and see", and by the beginning of the 90s their number had exceeded 400, among which the Tropical Museum in Amsterdam, the children's educational center "Museon" in The Hague (Netherlands), "Children's World" in Austria, "Discovery Factory" and "Eureka" museums in Great Britain are very popular [Khodjavev B., pp. 15-22].

A specific aspect of museum pedagogy is the organization of students' work with museum materials, which creates the need to integrate their knowledge, skills and qualifications in science, engineering, technology, and creative fields. The creation of a virtual museum is the result of the integration of two methodologies - museum pedagogy and the project method based on modern information technologies.

The term "virtual museum", which entered museology in the 90s of the 20th century, has now become a whole direction of modern museology. In a virtual museum, an exhibition of museum materials is held. The advantage of virtual museums is that they store exhibits, widely, quickly and easily present them to the public using Internet technologies.

By traveling to virtual museums, students understand the historical roots of spiritual heritage, and understand historical, timeless, and artistic examples as a whole, integral spiritual heritage. Therefore, organizing independent work of students with virtual museums with the help and guidance of a teacher requires the widespread promotion of museum pedagogy in general education programs. This will lead to certain changes in the curricula. Such work is considered quite effective [Mansurov U. 2022. p. 120.].

CONCLUSION

In conclusion, it should be noted that extracurricular activities cover various topics of the history course and are carried out in various forms. Extracurricular activities allow young children and students of different ages to get answers to questions that interest them. Although the content and forms of extracurricular activities on history vary, they serve one goal, namely the implementation of educational and educational tasks. Additional book reading is an important form of extracurricular activities. This begins with promoting and encouraging students to read books, explaining their importance, and instilling interest in books.

Extracurricular activities help to identify and develop interest and creative abilities in a particular field of science, applied creativity, art or sports. The most popular forms here are hobby groups and sports sections (subject, technical, sports, artistic). Various types of classes are held in the clubs: discussion of literary works, excursions, laboratory classes, handicrafts, etc. The report on the club's activities during the year is carried out in the form of an exhibition, review or children's creativity festival, etc.

Conferences occupy a special place in the study of history, and purposefully held conferences serve to study history in depth and ensure the active participation of students in it. Conferences are an important form of extracurricular activities, serving as an important means of supplementing the knowledge students have acquired in class, developing their independent and creative work skills, and preparing them for social activities. Also, the Museum is not only a spiritual and educational institution, but also a place of education with great power to impart knowledge with its exhibits. Therefore, museums play a great role in extracurricular activities for the school community in ensuring the effectiveness of educational work carried out in the education system. After all, this event should, first of all, not only interest schoolchildren, but also involve them in such an amazing world of science. At the same time, it is necessary to carefully plan all the stages of a particular event, select methods and means of presenting information, and determine the type of lesson organization.

REFERENCES:

1. Decree of the President of the Republic of Uzbekistan "On the radical improvement and perfection of the activities of museums". www.Lex.uz website.
2. Ismailova Dj. Museum pedagogy: history, present and prospects // Prospects of museums of Uzbekistan. Tashkent. 2013. p.20.
3. Ismailova Dj. Museum pedagogy: experience and research // Moziydan sado 1(61). Tashkent. 2014.
4. Ismailova Dj., Nishanova K., Mukhamedova M. Museum and society. Tashkent. 2015. p.92.
5. Kasimov A. A. Theoretical foundations of conducting curricular and extracurricular activities for primary school students. Journal of Educational and Innovative Research. No. 2. Tashkent. 2024. pp. 131-135.

6. Khodjayev B. Museum pedagogy: history of development and prospects. // Pedagogy. Tashkent. 2016. Issue 4. p.15-22.
7. Mansurov U., Rakhmatullayeva A. History teaching methodology. Tashkent. 2022. pp.108-120.
8. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 189 dated July 11, 2014 "On measures to ensure the accessibility of state museums to children and their parents". www.Lex.uz website.
9. Sadiev A. Teaching the history of the peoples of Uzbekistan. Tashkent. 1993. p. 98.
10. Concept of extracurricular educational work. // Formation of student spirituality. Manual for deputy directors of secondary schools, spiritual and educational work and educators. Tashkent. 2000. p. 301.