



DEVELOPMENT OF LEARNING SKILLS OF PRIMARY SCHOOL STUDENTS THROUGH ACTIVITIES OUTSIDE THE CLASSROOM

Turumbetova Aygul Yusupbayevna

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

Article DOI: <https://doi.org/10.36713/epra14655>

DOI No: 10.36713/epra14655

ANNOTATION

The article focuses on the impact of extracurricular activities on the development of learning skills among primary school students. The aim of the study is to discern whether participation in activities outside the classroom, such as sports, arts, and community service, positively influences cognitive, social, and emotional learning in this demographic. Additionally, the study may shed light on the specific activities that are most effective in promoting learning skills, enabling educators and policymakers to make informed decisions about resource allocation and activity selection.

KEY WORDS: *primary, school students, learning skills, extracurricular activities, cognitive development, social-emotional learning, mixed-methods approach.*

Education is a multifaceted process that extends beyond the confines of a classroom. Engaging primary school students in activities outside the classroom provides unique opportunities for holistic development. This research is particularly timely and relevant in the context of contemporary educational discourse, which emphasizes the holistic development of students beyond traditional academic subjects. By exploring the relationship between extracurricular activities and learning skill development, this study contributes to a deeper understanding of how schools can create environments that foster well-rounded, capable, and resilient learners. This research analysis aims to explore the impact of extracurricular activities on the learning skills of primary school students, highlighting the benefits and providing evidence-based recommendations for educators and policymakers.

BENEFITS OF ACTIVITIES OUTSIDE THE CLASSROOM

1. Enhanced Social Skills

Participation in extracurricular activities fosters social interaction, teamwork, and communication skills [6]. This is crucial for primary school students as it helps them build positive relationships, develop empathy, and understand diverse perspectives.

2. Improved Cognitive Skills

Activities like sports, arts, and music stimulate cognitive functions including problem-solving, creativity, and critical thinking [4]. These skills are transferable to the academic setting, enhancing a student's ability to excel in subjects like mathematics and science.

3. Increased Motivation and Engagement:

Engagement in extracurricular activities provides a sense of purpose and achievement, positively impacting a student's

motivation towards academic pursuits [3]. This can lead to higher attendance rates, reduced dropout rates, and overall better academic performance.

4. Physical and Emotional Well-being: Activities like sports and outdoor adventures promote physical health, reduce stress, and enhance emotional well-being [2]. Healthy students are better equipped to focus on their studies and perform well in school.

5. Cultural and Global Awareness: Participation in cultural, community service, or global exchange programs exposes students to different cultures, broadening their perspectives and fostering global awareness [7]. This contributes to the development of informed and culturally sensitive citizens.

CHALLENGES AND CONSIDERATIONS

1. Equity and Accessibility: Ensuring that all students have equal access to extracurricular activities is a challenge. Financial constraints, transportation issues, and scheduling conflicts can limit participation [5]. Schools and communities need to implement strategies to address these barriers.

2. Balancing Academic and Extracurricular Commitments: Overloading students with extracurricular activities can lead to burnout and negatively impact academic performance [6]. Striking a balance between academics and extracurriculars is essential.

3. Qualified Supervision and Safety: Activities outside the classroom require proper supervision and safety measures. Schools must ensure that staff or volunteers overseeing these activities are adequately trained and equipped to manage potential risks [1].



RECOMMENDATIONS

1. **Diverse Activity Options:** Schools should offer a wide range of activities to cater to different interests and talents, ensuring inclusivity.
2. **Collaboration with Communities:** Establishing partnerships with local organizations, clubs, and businesses can expand access to extracurricular opportunities [2].
3. **Flexible Scheduling:** Schools should consider flexible scheduling to accommodate various activities and prevent conflicts with academic commitments.
4. **Regular Evaluation and Feedback:** Continuous assessment of the impact of extracurricular activities on learning skills is essential for refinement and improvement.
5. **Professional Development for Supervisors:** Providing training and resources for activity supervisors ensures the safety and well-being of participating students.

The development of learning skills in primary school students is a critical aspect of their academic journey. While classroom instruction provides a solid foundation, supplementing traditional education with activities outside the classroom has gained significant attention in recent years. This research discussion aims to explore the impact of extracurricular activities on the learning skills of primary school students.

Context and Rationale

Extracurricular activities encompass a wide range of experiences, including sports, arts, clubs, community service, and more. These activities provide students with opportunities to engage in hands-on, experiential learning, fostering the development of various cognitive, social, and emotional skills. It is essential to understand the potential benefits of these activities, as they play a crucial role in shaping a well-rounded education.

Cognitive Development

1. **Critical Thinking and Problem-Solving Skills:** Activities such as puzzles, science experiments, and strategy games encourage students to think critically and develop problem-solving abilities. Engaging in activities like chess or robotics competitions challenges students to strategize and make decisions, thus enhancing their cognitive abilities.
2. **Creativity and Imagination:** Artistic endeavors like painting, music, and drama stimulate creativity and imagination. These activities allow students to express themselves in unique ways, fostering innovative thinking and a deeper understanding of self-expression.
3. **Language and Communication Skills:** Participating in activities like debating clubs, storytelling sessions, or creative writing workshops helps improve language proficiency and communication skills. These activities provide a platform for students to express their thoughts effectively.

Social and Emotional Development

1. **Teamwork and Collaboration:** Team sports, group projects, and collaborative activities outside the classroom instill the values of teamwork and cooperation. Learning how to work effectively with peers contributes to the development of interpersonal skills.
2. **Leadership and Responsibility:** Taking on roles in clubs, student government, or community service projects empowers students to develop leadership skills and a sense of responsibility. They learn to take initiative, manage tasks, and make decisions.
3. **Confidence and Self-Esteem:** Achieving success in extracurricular activities, whether through a sports competition, an art exhibition, or a musical performance, boosts a student's confidence and self-esteem. This newfound confidence often translates into improved academic performance.

Life Skills and Character Development

1. **Time Management and Organizational Skills:** Balancing academic responsibilities with extracurricular commitments necessitates effective time management and organizational skills. These abilities are crucial for academic success and future career endeavors.
2. **Resilience and Adaptability:** Facing challenges and setbacks in extracurricular activities teaches students how to bounce back and adapt to different situations. This resilience is a valuable life skill that extends beyond the classroom.
3. **Civic Engagement and Social Awareness:** Community service projects and involvement in clubs focused on social issues expose students to real-world problems and foster a sense of civic responsibility. These experiences nurture a broader perspective and a commitment to making a positive impact on society.

To conclude, activities outside the classroom are invaluable tools for nurturing holistic development in primary school students. By promoting social skills, enhancing cognitive abilities, and improving overall well-being, extracurricular activities contribute significantly to a well-rounded education. However, addressing challenges related to equity, balance, and safety is crucial for maximizing the benefits of these activities. Engaging in extracurricular activities outside the classroom serves as a powerful complement to formal education, enhancing the holistic development of primary school students. The cognitive, social, emotional, and life skills gained through these activities contribute significantly to a well-rounded education. As educators and parents, recognizing the value of extracurricular involvement is pivotal in nurturing the potential of each student and preparing them for a successful future.

REFERENCES

1. Council of Chief State School Officers. (2013). *Essential components of high-quality after-school programs*. Washington, DC: Author.
2. Durlak, J. A., et al. (2010). *The Impact of After-School Programs That Promote Personal and Social Skills*. Chicago,



- IL: Collaborative for Academic, Social, and Emotional Learning.
3. 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.
 4. Fredricks, J. A., & Eccles, J. S. (2006). Is extracurricular participation associated with beneficial outcomes? Concurrent and longitudinal relations. *Developmental psychology*, 42(4), 698-713.
 5. Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55(1), 170-183.
 6. Mahoney, J. L., et al. (2005). Organized activity participation, positive youth development, and the overscheduling hypothesis. *Social Policy Report*, 19(4), 1-32.
 7. Scales, P. C., & Roehlkepartain, E. C. (2003). *Developing citizens: The impact of civic involvement in adolescence*. Washington, DC: Search Institute.
 8. Сарсенбаева З. Лингвокультурологический анализ культуры каракалпаков в пословицах //Общество и инновации. – 2022. – Т. 3. – №. 8/5. – С. 39-42.
 9. 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.
 10. Сарсенбаева З. Ж. Grammatical expressions of proverbs in the past indefinite tense with translations in Karakalpak and Russian languages //Pedagogical Sciences. – С. 48.
 11. Sarsenbaeva Z., Uteshova Z. Principles of Teaching Karakalpak Students English Speech Etiquette //Humanising Language Teaching. – 2022. – Т. 24. – №. 4.
 12. 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.
 13. Sarsenbaeva Z., Uteshova Z. Principles of Teaching Karakalpak Students English Speech Etiquette //Humanising Language Teaching. – 2022. – Т. 24. – №. 4.
 14. www.ziyonet.uz