

WAYS TO ORGANIZE EXTRACURRICULAR ACTIVITIES TO DEVELOP QUICK ENGLISH LEARNING SKILLS IN PRIMARY SCHOOL STUDENTS

Saparbaeva Suliwxan Ken'esbay qizi
NSPI, doctoral student of the Department of Pedagogy

English has solidified its position as the global lingua franca, playing a pivotal role in international business, science, technology, and education. Recognizing its significance, many countries are integrating English language instruction early in the educational journey. For instance, Algeria has expanded English education in elementary schools, introducing two 45-minute English lessons weekly for third and fourth graders, aiming to align with global standards and reduce the dominance of French in its educational system.

In Uzbekistan, English is a compulsory subject in primary schools. However, challenges such as limited exposure to English outside the classroom and a lack of engaging learning environments persist. Extracurricular activities, particularly language-focused clubs, offer a promising avenue to enhance English proficiency by providing immersive and interactive experiences beyond the traditional classroom setting. Despite formal English instruction in primary schools, many students struggle with practical language application due to limited exposure and practice opportunities. Traditional teaching methods may not sufficiently address the diverse learning needs and preferences of young learners. There's a pressing need to explore innovative strategies, such as extracurricular clubs, to facilitate quicker and more effective English language acquisition among primary school students.

A mixed-methods approach will be employed, combining qualitative and quantitative data collection methods. This includes classroom observations, surveys and interviews with teachers and students, and the implementation of pilot language clubs to assess their effectiveness in enhancing English language skills.

Stephen Krashen's Input Hypothesis posits that language acquisition occurs when learners are exposed to comprehensible input slightly above their current proficiency level, termed "i+1". This input should be understandable yet challenging enough to promote learning. Krashen emphasizes that language acquisition is more effective through subconscious processes rather than explicit instruction, and that learners' emotional states can influence their ability to acquire language.

Lev Vygotsky's Sociocultural Theory underscores the fundamental role of social interaction in cognitive development. Central to this theory is the Zone of Proximal Development (ZPD), which represents the difference between what a learner can do independently and what they can achieve with guidance. Vygotsky argued that learning occurs most effectively within this zone, facilitated by collaboration with more knowledgeable others. Early exposure to a second language can significantly enhance cognitive development, cultural awareness, and academic achievement. Children are particularly adept at acquiring new languages, and early instruction can lead to greater proficiency and confidence in language use. Moreover, integrating language learning into engaging activities can foster motivation and a positive attitude towards language acquisition. Extracurricular activities provide informal, immersive environments conducive to language learning. Language-focused clubs can offer authentic contexts for practicing English, promoting communication skills, and enhancing cultural understanding. These activities can complement formal instruction by providing additional opportunities for meaningful language use, thereby accelerating language acquisition.

Various countries have implemented language clubs as part of their educational strategies. For example, Algeria's expansion of English language education includes extracurricular activities aimed at enhancing language proficiency among students. Such models demonstrate the potential of well-structured clubs to support language learning objectives. While existing research highlights the benefits of extracurricular activities in language learning, there is a lack of comprehensive

studies focusing on the organization and implementation of language clubs specifically tailored for primary school students.

This thesis has explored the significant role that extracurricular activities—specifically English language clubs—play in enhancing the language acquisition process for primary school students. Drawing on pedagogical theories, existing literature, and practical implementation, the study has demonstrated that well-organized, engaging extracurricular English clubs can substantially accelerate language learning in young learners. The findings of this research confirm that students participating in extracurricular English clubs show notable improvement in their speaking, listening, and vocabulary skills compared to those who rely solely on traditional classroom instruction. Activities such as storytelling, role-playing, language games, singing, and cultural exploration have proven to be highly effective in creating a fun, stress-free environment that encourages communication, creativity, and confidence.

Moreover, the study highlights the importance of a structured and consistent club framework—supported by trained facilitators, appropriate materials, and active parental involvement—in achieving successful outcomes. The English club setting also fosters collaboration, critical thinking, and social interaction, all of which contribute to a more holistic educational experience.

While several challenges such as limited resources and time constraints were encountered, they were manageable with thoughtful planning and stakeholder engagement. The evidence gathered during this study strongly supports the inclusion and expansion of extracurricular English clubs as a regular component of language education in primary schools.

In conclusion, extracurricular English clubs are not just supplementary tools; they are powerful platforms that can transform passive learners into active users of the English language. They offer an inclusive, learner-centered approach that complements the national curriculum and promotes long-term language retention and academic growth. As such, educators and school administrators are encouraged to adopt, adapt, and invest in these initiatives to enrich the language learning journey of young students.

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