HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

THE IMPORTANCE OF EXTRACURRICULAR ACTIVITIES IN DEVELOPING THE PROFESSIONAL AND PEDAGOGICAL COMPETENCE OF PROSPECTIVE PRIMARY SCHOOL TEACHERS

Abrorxonova Kamolaxon Abrorxon qizi
Head of the Department of Primary Education Pedagogy,
National University of Uzbekistan named after Nizami,
Doctor of Philosophy (PhD) in Pedagogical Sciences, Associate Professor
Tel:+998974451446

Abstract: This article analyzes the role and significance of extracurricular activities in developing the professional and pedagogical competence of prospective primary school teachers from a scientific and pedagogical perspective. It highlights the opportunities provided by extracurricular activities for fostering students' professional knowledge, practical skills, pedagogical mastery, creative thinking, communicative culture, and innovative approaches. Furthermore, the article substantiates the impact of extracurricular activities integrated with clubs, project-based work, spiritual and educational events, volunteer activities, and teaching practice on the professional development of future teachers.

Keywords: prospective primary school teacher, professional and pedagogical competence, extracurricular activities, competency-based approach, pedagogical mastery, innovative activity, creative thinking, communicative competence, spiritual and educational activities, professional development.

In the context of globalization, digitalization, and the modernization of the education system, preparing future teachers in accordance with contemporary educational requirements has become one of the priority directions of state policy. In particular, the development of the professional and pedagogical competence of primary school teachers is considered one of the key factors determining the quality and effectiveness of education. A modern primary school teacher is expected not only to possess profound subject knowledge but also to demonstrate pedagogical, psychological, methodological, communicative, information and communication technology (ICT), and innovative competencies. Therefore, improving the professional preparation of prospective teachers and integrating their theoretical knowledge with practical experience have become pressing tasks for higher pedagogical education institutions.

The development of professional and pedagogical competence cannot be achieved solely through classroom instruction. Extracurricular activities, as an integral component of the educational process, play a significant role in students' professional and personal development. These activities provide prospective teachers with opportunities to apply their knowledge in practice, make independent decisions, work collaboratively, demonstrate leadership skills, and effectively solve pedagogical problems. In particular, subject clubs, scientific seminars, spiritual and educational events, pedagogical projects, volunteer activities, academic competitions, and various creative meetings serve as effective tools for enhancing students' professional potential.

Extracurricular activities also contribute to the development of pedagogical thinking, creative and critical thinking skills, and the ability to implement innovative approaches in the teaching and learning process. Through active participation in such activities, students develop essential personal and professional qualities, including responsibility, initiative, communicative culture, pedagogical ethics, reflective thinking, and professional motivation. Furthermore, they gain practical experience in applying theoretical knowledge to real educational situations, thereby strengthening their readiness for future professional practice.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

In recent years, educational reforms based on the competency-based approach have required the renewal of the content and organization of teacher education. The Law of the Republic of Uzbekistan "On Education," the Development Strategy of the New Uzbekistan for 2022–2026, as well as other legal and regulatory documents concerning the development of higher education, emphasize the importance of strengthening the professional competencies and practical training of future teachers and organizing the educational process on the basis of innovative approaches. In this regard, the systematic and purposeful organization of extracurricular activities has become an important pedagogical factor in achieving these objectives.

The development of the professional and pedagogical competence of prospective primary school teachers is one of the most important objectives of the modern higher education system. A competency-based education model is not limited to enabling students to acquire theoretical knowledge; it also aims to ensure that they can apply this knowledge in practice, solve professional problems independently, analyze pedagogical situations effectively, and make innovative decisions. Therefore, alongside classroom instruction, the effective organization of extracurricular activities is recognized as an essential pedagogical factor in the preparation of future primary school teachers. Extracurricular activities contribute significantly to the development of students' professional potential, the formation of their personal qualities, and the enhancement of their interest in the teaching profession.

Extracurricular activities refer to pedagogically organized educational, scientific, spiritual, cultural, and social activities conducted outside regular classroom instruction. These activities help students develop independent learning skills, engage in scientific research, strengthen their professional interests, and cultivate a creative approach to pedagogical practice. For students majoring in Primary Education, participation in subject clubs, scientific seminars, pedagogical skills workshops, methodological meetings, academic competitions, conferences, project-based activities, volunteer work, and spiritual and educational events constitutes an essential component of their professional preparation.

Professional and pedagogical competence encompasses a wide range of components, including pedagogical knowledge, methodological preparedness, communicative culture, information and communication technology (ICT) competence, reflective practice, creative thinking, and innovative activity. Extracurricular activities provide extensive opportunities for developing these competencies. For example, participation in scientific clubs broadens students' academic outlook while enhancing their research skills and their ability to write scientific papers. Likewise, methodological seminars and pedagogical workshops enable students to develop lesson plans, apply modern teaching technologies, and effectively use innovative instructional methods in educational practice.

Today, higher education institutions increasingly employ contemporary educational approaches such as Project-Based Learning (PBL), Problem-Based Learning, Case Study, STEAM education, and the 4C Model (Critical Thinking, Creativity, Collaboration, and Communication) within competency-based education. When these approaches are integrated into extracurricular activities, they significantly enhance the professional and pedagogical competence of prospective teachers. For instance, students who work collaboratively on innovative lesson plans, educational games, or socio-pedagogical projects acquire essential professional skills, including teamwork, problem-solving, creative thinking, and the ability to justify and present their ideas effectively.

Another important contribution of extracurricular activities is the development of students' communicative competence. The effectiveness of pedagogical practice largely depends on a teacher's communication culture, ability to establish productive relationships with pupils, and capacity to cooperate with parents and colleagues. Participation in debates, round-table discussions, conferences,

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

and creative meetings improves students' public speaking skills, enables them to express their opinions confidently, and enriches their experience in pedagogical communication. These competencies play a crucial role in their future professional careers.

Furthermore, extracurricular activities foster leadership qualities, responsibility, and initiative among prospective primary school teachers. While planning, organizing, and managing various educational events, students develop organizational skills, learn to manage time efficiently, lead teams, and make prompt decisions in challenging situations. These experiences contribute significantly to their professional maturity and readiness for future teaching responsibilities.

The rapid development of the digital educational environment has also transformed the content and forms of extracurricular activities. Today, students actively participate in online courses, webinars, virtual seminars, digital libraries, and distance research projects. Such opportunities contribute to the development of digital competence by improving students' abilities to search for, evaluate, analyze, and effectively utilize information. A modern primary school teacher is expected to use not only traditional pedagogical methods but also digital platforms, artificial intelligence tools, and interactive educational technologies. Therefore, integrating digital technologies into extracurricular activities has become one of the most important directions for enhancing professional and pedagogical competence.

Pedagogical observations and research findings indicate that students who regularly participate in extracurricular activities achieve higher levels of success during their teaching practice. They demonstrate stronger competencies in lesson planning, classroom communication, the application of interactive teaching methods, problem-solving, and the organization of innovative learning environments compared with students who participate less actively. These findings confirm the significant contribution of extracurricular activities to the professional formation of prospective primary school teachers.

In conclusion, extracurricular activities represent an effective pedagogical means of developing the professional and pedagogical competence of prospective primary school teachers. They enable students to integrate theoretical knowledge with practical experience, develop independent thinking, engage in scientific inquiry, apply creative approaches, communicate effectively, and utilize modern educational technologies. Therefore, higher education institutions should organize extracurricular activities systematically within a competency-based framework, enrich their content in accordance with contemporary educational requirements, and closely integrate them with teaching practice. Such an approach will substantially improve the quality of teacher education and prepare highly competent, innovative, and professionally qualified primary school teachers.

References:

1. Law of the Republic of Uzbekistan. (2020, September 23). *On Education*. Tashkent, Uzbekistan.
2. President of the Republic of Uzbekistan. (2022, May 11). *Decree No. PF–134 "On the Development Strategy of New Uzbekistan for 2022–2026"*. Tashkent, Uzbekistan.
3. Belkin, A. S. (2006). *Competence, Professionalism, and Mastery*. Yekaterinburg: Ural State Pedagogical University.
4. Hasanboyeva, O., & Yo'ldoshev, Q. (2021). *Pedagogical Psychology*. Tashkent: Publishing House of the National University of Uzbekistan.
5. Saipova, H. A., & Obidova, X. I. (2024). *Specific Features of Developing the Professional Competence of Prospective Primary School Teachers*. *Scientific Theoretical and Methodological Journal (Original Paper).*
6. Ismoilova, Z. K., & Haydarov, F. I. (2022). *Pedagogical Competence and Technologies for Its Development*. Tashkent: Fan va Texnologiyalar Publishing.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

7. Muslimov, N. A., Qo‘ysinov, O. A., & Sharipov, Sh. S. (2022). *Theory and Practice of Professional Competence*. Tashkent: Tafakkur Publishing.
8. Xodjayev, B. X. (2023). *Pedagogical Mastery and the Foundations of the Competency-Based Approach*. Tashkent: Innovatsiya-Ziyo Publishing.
9. Partnership for 21st Century Learning (P21). (2022). *Framework for 21st Century Learning Definitions*. Washington, DC.
10. UNESCO. (2021). *Reimagining Our Futures Together: A New Social Contract for Education*. Paris: UNESCO Publishing.
11. OECD. (2023). *Future of Education and Skills 2030: Conceptual Learning Framework*. Paris: OECD Publishing.