



THE IMPORTANCE OF EXTRACURRICULAR ACTIVITIES IN DEVELOPING FUTURE SPECIALISTS

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Abstract

This article examines the growing importance of extracurricular activities in the process of teaching German in technical universities. In today's rapidly changing educational environment, classroom instruction alone is often not sufficient to develop the full range of skills required from future specialists. Therefore, extracurricular activities serve as an essential extension of formal education, creating a more flexible and student-centered learning space. The article also emphasizes that such activities create new opportunities for self-development, intercultural awareness, and practical language use, which are especially important in technical fields.

Keywords: Innovation, extracurricular activities, new opportunities, professional development, language proficiency.

Introduction

Today, significant changes are taking place in Uzbekistan in shaping the personalities and values of the younger generation. Modern youth live in a vast, fast-moving information environment that has no clear boundaries. They are constantly exposed to a wide range of influences, including television, computer games, the Internet, films, and various social media platforms. These sources play an increasingly powerful role in the process of education and socialization. In many cases, they can influence young people even more strongly than traditional educational systems, and this influence is not always positive. As a result, the task of guiding students toward meaningful, constructive, and value-based development has become more important than ever. In this context, addressing the challenges of education and socialization in line with national educational priorities requires thoughtful, modern, and flexible approaches. One of the most effective ways to achieve this is through the organization of purposeful extracurricular activities. Such activities provide students with valuable



opportunities to go beyond the limits of the classroom, allowing them to develop not only academically, but also socially and professionally. By participating in extracurricular programs, students gain practical experience, improve their communication skills, and become more confident and independent learners. As a result, extracurricular activities play a crucial role in shaping well-rounded individuals who are better prepared for both professional challenges and lifelong learning [5].

This opportunity is provided by the state educational standard of the Ministry of Higher Education of the Republic of Uzbekistan. An innovation of the State Educational Standard is the introduction of extracurricular activities. The work of the organizer of extracurricular activities is a multifaceted creative process, including the study and implementation of regulatory documents, methodological materials on the organization of extracurricular activities. It should be noted that within the framework of the State Educational Standard, much attention is paid to the organization of the educational process in universities from the standpoint of spiritual and moral development and education, which provides for a systematic approach to its implementation. The system-forming areas of education defined in the program (civil, patriotic, moral, environmental, etc.) should “penetrate” the educational process, turning into extracurricular activities, thereby creating an educational space in which the personality develops harmoniously.

Main part:

The form of organization of the educational process is a set of ways, methods and means of organizing training that ensures that students master the educational programs they study in accordance with the requirements of state educational standards [10]. At different stages of training, special forms of organization of the educational process are formed. In higher educational institutions, one can distinguish: classroom studies, independent extracurricular work of students, educational and industrial practice, tests and exams, course and diploma design [9]. As follows from the results of the analysis of regulatory documentation, in recent years, special attention has been paid to extracurricular work of students, during which the communication skills necessary to prepare young specialists for further successful professional activities are formed. Such extra-curricular activities give



students the opportunity to gain not only academic knowledge, but also to develop comprehensively.

In university life, students get acquainted with new opportunities for the realization of their talents with the help of the student council of the faculty, which is the center of extracurricular student activities. There are many areas of this kind of activity: social, scientific and creative events. It should be noted that recently international youth forums and large-scale specialized trainings with the participation of invited experts have become very popular. Students from all regions of Uzbekistan are happy to take part in such events during extracurricular activities [4,288].

However, language students should pay special attention to language immersion outside of class. Practicing speaking skills in a foreign language is part of the compulsory program, often becoming a routine activity for participants in the educational process.

Speaking about the goals of creating extra-curricular classes in German, we can single out the following:

- overcoming the language barrier;
- development of communication skills;
- vocabulary expansion;
- identifying gaps in knowledge;
- overcoming the fear of making a mistake;
- psychological relief.

On the basis of the Faculty of Foreign Languages, the idea was born to conduct practical classes with 4th year students to help them obtain language certificates, as well as further apply for a master's degree, where students can communicate in a foreign language. The lessons are designed to enable students to improve their German skills by doing team assignments, watching films or series in the original language, or by simulating language situations. This is especially true for Professional German students who want to continue their further education in a Master's program. In this case, extracurricular German classes provide the necessary knowledge of terminology and communication features in a professional environment. At the end of each semester, students are assessed using materials modeled on international examination formats, which make it possible to accurately evaluate the progress of their language proficiency. International German language certification is based on the CEFR (Common European Framework of Reference for Languages), which



ranges from A1 (beginner) to C2 (proficient user). In the German language assessment system, widely recognized examinations include those offered by the Goethe-Institut (Goethe-Zertifikat A1–C2), telc (telc A1–C2), and TestDaF. These exams are designed for learners at all levels of language proficiency, from beginners to advanced users. For academic purposes, particularly for university admission in Germany, TestDaF and telc C1 Hochschule are especially important, while Goethe certificates are widely accepted for both academic and professional contexts. These international German exams are recognized worldwide and are accepted by employers, universities, and institutions as reliable proof of language competence. They provide learners with practical experience in using German in real-life situations, including academic, professional, and everyday communication.

Classroom instruction serves as a fundamental basis for developing language knowledge and skills. However, extracurricular activities play an equally important role by giving students additional opportunities to practice communication, improve fluency, develop confidence in speaking, and build meaningful social and professional connections. Students who demonstrate a high level of German language proficiency in the final examination at the end of the fourth semester are eligible to prepare for and take internationally recognized German language examinations such as the Goethe-Institut exams, TestDaF, or telc, and obtain an internationally accredited certificate. Since the teachers of our technical university easily and freely create an accurate, detailed, well-structured message on complex topics, demonstrating mastery of text organization models, communication tools and combinations of its elements, students are happy to stay after the lesson and learn language exam skills to achieve their goal.

Conclusion:

The flexible and effective use of language for communication in scientific and professional activities with the university faculty in these classes helps students feel confident and motivated to master the language for building a future career.

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