

Psychological Foundations Of Organizing Extracurricular Activities In Mother Tongue Education

Normuminova Dilobar Nuriddinovna

PhD student the Alisher Navo'i Tashkent State University of Uzbek Language and Literature, Uzbekistan

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Abstract: This article analyzes the role and significance of psychological factors in organizing extracurricular activities for native language education. In the context of the digital age, special attention is given to the impact of extracurricular activities on enhancing students' speech culture, communication competence, and motivation levels. Within the framework of the study, surveys and observations were conducted among 5th-7th grade students and native language teachers. It was found that students' psychological characteristics, emotional states, psych types, interests, and individual needs directly influence the effectiveness of extracurricular activities. Based on Piaget's cognitive development theory and Erikson's stages of psychosocial development, the scientific and methodological foundations for designing age-appropriate extracurricular activities are highlighted. The article also offers practical recommendations for the effective organization of extracurricular activities.

Keywords: Native language education, extracurricular activities, psychological factors, psych type, motivation, emotional state, cognitive development, Piaget, Erikson.

Introduction: Native language education is one of the most crucial and strategic directions in the modern education system. In today's context of globalization, digitalization, and rapid information flow, developing students' speech culture, communication competence, and independent thinking skills has become an urgent task. Notably, significant changes are observed in the new generation's attitude towards language, communication style, and approach to reading, as this generation is shaped by digital technologies.

Therefore, organizing extracurricular activities on a psychological basis, beyond the confines of the classroom, is considered a vital factor in improving the quality indicators of native language education. These activities foster skills such as creative thinking, effective communication, substantiating one's opinion, fluent speech delivery, and teamwork in students.

If a student's psychological characteristics, age, needs, motivation, and individual abilities are not adequately considered in the process of organizing extracurricular activities, the effectiveness of these activities sharply decreases. Hence, this article thoroughly analyzes the role of psychological factors in organizing extracurricular activities for native language education.

METHODS

The study combined qualitative and quantitative approaches. A total of 50 respondents from grades 5-7 and 10 native language teachers participated. The questionnaire aimed to determine motivation, emotional state, the suitability of extracurricular activity content, psych type-appropriate approaches, the social environment in the classroom, and the level of participation in collective work.

In addition to the survey, the process of extracurricular activities was observed for one month. Based on the observation results, students' activity, participation, behavior, and interaction were assessed. As a pedagogical experiment, two approaches were tested: the traditional approach and an adapted approach based on psychological factors.

Furthermore, the age and psychosocial development theories of Piaget, Erikson, and other classical psychologists were analyzed, and their application to native language education was examined.

RESULTS

This study aimed to determine the extent to which students' psychological characteristics are considered when organizing extracurricular activities in native

language education. For this purpose, a survey was conducted among students and teachers, lessons were observed, and organizational and psychological factors related to the process were analyzed.

According to the responses to the first question – “How free do you feel during extracurricular activities?” - 20 students reported not feeling free during extracurricular activities, while 17 indicated they were hesitant to speak in front of the group. It appears that an atmosphere of emotional safety and psychological support is not sufficiently created during the activities. This situation, as outlined in Erikson's theory of psychosocial development, directly impacts the student's social activity.

To the question “What influences your participation in extracurricular activities?” 35% of students responded that the topics were not interesting, while 15 students cited a lack of encouragement as the reason. In fact, as studies by Blomfield and Barber have shown, student engagement is more closely tied to personal interests and psychological needs than to organizational conditions. Consequently, participation remains low because student interests are not being studied when planning extracurricular activities.

The responses to the question “How do you feel about group work?” also provided important insights. 42% of students expressed anxiety about speaking in front of others. This result indicates low levels of verbal freedom and self-confidence among students. Schonert - Reichl and Thompson emphasize that emotional support for a student is essential for their social activity. Our study also found that the participation of students with high levels of anxiety was notably lower.

According to the fourth question – “Does the activity suit your psychological type?” - 26 students reported feeling better in individual classes, while 19 students stated they are more active in group activities. This result indicates the need for a differentiated approach for introverted and extroverted students. As Singh points out, students who are not engaged with methods appropriate to their psychological type tend to be excluded from activities. Our observations also confirmed this; when the same approach was applied to all students, more than half participated passively.

Responses to the question “What motivates you to participate in extracurricular activities?” reveal that in the absence of an incentive system, students' intrinsic motivation decreases. Darling, Caldwell, and Smith also emphasize this point: if there is a type of incentive based on the student's intrinsic motivation, they actively participate. During the research process, students were noticeably more active in incentivized

activities.

Regarding the question “Do extracurricular activities affect your self-confidence?”, 23 students reported that such activities increase their self-confidence, while 18 students, conversely, stated that the anxiety during performances reduces their self-confidence. This situation indicates inadequate organization of the psychological preparation stage.

The results of the seventh question – “How does teamwork affect your emotional state?” - show that 20 students reported they might feel isolated. This situation is explained by the lack of “psychological support in social adaptation”, as noted by Blomfield and Barber.

The fact that 29 students answered “not enough” to the eighth question – “Is there a sufficient psychologically supportive environment?” - clearly demonstrates that the psychological component is being overlooked in extracurricular activities.

It becomes evident that when extracurricular activities are organized based on students' psychological needs and individual characteristics, their verbal activity and social adaptation increase significantly. This result is also consistent with international studies (Cimatti, 2016; Brown, 2000). Otherwise, these activities will remain merely organizational in form and will not have a developmental effect.

DISCUSSIONS

The results of the above-mentioned research indicate that insufficient application of psychological approaches to extracurricular activities in native language education leads to decreased student participation, weakened speech activity, and reduced motivation levels. This situation is also noted in international scientific sources, which emphasize that activities disregarding student psychology remain organizational rather than developmental (Blomfield & Barber, 2011; Singh, 2017). The study reveals that students' discomfort in extracurricular activities primarily stems from an inadequately established emotional environment. Erikson's psychosocial development theory emphasizes that a student's social participation should be fostered in a safe and supportive environment (Schonert-Reichl & Thompson, 2011). Our observations also found that students' anxiety about speaking in front of a group significantly reduced their participation.

Another crucial aspect reflected in the questionnaire is the mismatch between extracurricular activity content and student interests. While 35% of students expressed disinterest in the topics, deeper psychological factors underlie this indicator: without alignment between

student interests and activity content, internal motivation fails to develop. Darling, Caldwell, and Smith note that when students see themselves reflected in an activity's content, their engagement increases manifold.

Furthermore, approaches misaligned with psych types negatively impact student participation. Introverted students excelled in individual creative tasks, while extroverted students were active in team games and discussions. In most schools, passivity was observed in over half the students due to extracurricular activities being organized in a "one-size-fits-all" manner. This situation confirms Singh's assertion: when psych types are disregarded, activities not only fail to yield results but also diminish students' self-confidence.

Teachers' responses regarding their practices also led to important conclusions. 38% of educators reported applying the same method to all students, indicating a lack of individualized approaches in practice. In fact, the most crucial aspect of extracurricular activities is developing students as individuals and manifesting their unique abilities. According to Brown, if extracurricular activities are methodologically poorly organized, they become mere time-fillers. Our observations also showed that extracurricular activities without a student-centered approach are ineffective.

It was revealed that the absence of an incentive system is a primary factor in declining motivation. 35% of students stated they would not participate without incentives. This aspect aligns with Cimatti's idea of developing "soft skills": student engagement depends more on emotional and motivational factors. When incentives are consistent, students feel an inner driving force.

Final discussions indicate that the following psychological principles are necessary for the effective organization of extracurricular activities: identifying student interests, selecting activity forms suitable to psych types, creating a supportive emotional environment, improving incentive mechanisms, and enhancing teachers' knowledge of psychological pedagogy. When these approaches are applied, extracurricular activities emerge as a powerful pedagogical tool for the comprehensive development of the student's personality.

CONCLUSION

In conclusion, organizing extracurricular activities in native language education on a psychological basis serves the comprehensive development of the student's personality. Activities organized taking into account psychological needs, age characteristics, interests, and personal motivation:

- develop the student's speech culture,
- enhance creative thinking,
- activate participation in team activities,
- strengthen self-confidence,
- increase the ongoing effectiveness of the educational process.

Therefore, extracurricular activities are an integral part of native language education and should have a psychological foundation enriched with modern pedagogical approaches.

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