

Pedagogical Foundations of Developing Students' Professional Competencies in Club Classes

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Received: 24 February 2025; **Accepted:** 20 March 2025; **Published:** 23 April 2025

Abstract: This article analyzes the pedagogical foundations of developing students' professional competencies through extracurricular (club) activities. Such activities are considered an effective means of preparing independent, creative, and market-demanded professionals in modern education. The article explores the components of professional competence, including theoretical knowledge, practical skills, professional values, and communicative abilities. It highlights the effectiveness of interactive methods, project-based tasks, and problem-solving scenarios used during club sessions through practical examples. The study emphasizes how students' motivation, responsibility, and initiative toward their chosen profession are enhanced through systematic extracurricular engagement. In conclusion, the paper argues that well-structured and goal-oriented club activities significantly contribute to the deepening of students' professional competencies. This article holds practical value for higher education instructors, methodologists, and professionals engaged in pedagogical work.

Keywords: Club classes, professional competence, creative approach, creativity, quality of education.

Introduction: One of the most important tasks facing the modern education system is the training of professionally competitive, creatively oriented specialists. As stated in the Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022, a complete revision of curricula and textbooks by 2026 based on advanced foreign experience, and the formation of creative and creative qualities in the younger generation are set as a priority task.

The importance of circle classes in the formation and development of students' professional competence in the educational process is incomparable. They serve not only to consolidate theoretical knowledge, but also to develop practical skills. One of the most important tasks facing the modern education system is to train professionally competitive specialists with a creative approach. As stated in the Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022, a complete revision of curricula and textbooks based on advanced foreign experience and the formation of creative and creative qualities in the younger generation by 2026 is set as a priority task [189: 43.b].

Circle classes serve as an important platform for implementing this task in practice. It is through these classes that students strengthen their professional skills and master activities based on a creative approach.

Level of learning. Some literature studies various aspects of the development of students' professional competencies. Below I will provide information about the content of these sources and their main conclusions:

The main content of the work of D.V. Mosunova "Development of students' creative abilities through decorative and applied arts" through decorative and applied art classes, students learn the methodology for developing their creative abilities. Engaging in decorative and applied art develops students' creative thinking, increases their aesthetic taste and interest in art. In the article "Pedagogical and psychological characteristics of the development of students' professional competence and principles of the professional approach", the main content is the analysis of the unity of the general and professional development of students, as well as the principles of

the professional approach. The integration of pedagogical and psychological approaches is important for the development of students' professional competence.

The main content of the article "Technology for the development of social and professional competence in students" is devoted to the development of social and professional competence in future teachers. It is necessary to use effective teaching methods and innovative technologies to form social and professional competence in students.

Teacher of the Urgench State Pedagogical Institute Sh.N. Rakhimova's article "Theoretical foundations of the formation of students' scientific research competence" studies the theoretical foundations of the formation of students' scientific research competence. The development of scientific research competence is important for the development of students' independent thinking and creative approach. In the article "The importance of aspects of the formation of teacher's professional competence" by Kh. Rajabova, a teacher of the "ATT" department of the Fergana branch of the Tashkent University of Information Technologies, various aspects of the formation of teachers' professional competence are analyzed. The development of teachers' professional competence plays an important role in increasing the effectiveness of the educational process.

This literature studies various methods, approaches and technologies for the development of students' professional competence, which serves to increase their effectiveness in the educational process.

METHODOLOGY

The following scientific methods were used in the study: analytical analysis, comparative analysis, observation and generalization of experimental results. As a source, D.V. Mosunova's creative activity based on decorative and applied art development, as well as scientific articles, conference materials, and information from electronic libraries.

The following methods were used in this study:

- **Analytical method** - study of existing regulatory legal acts, foreign and national experiences;
- **Experimental-research method** - analysis of results based on the study of the activities of practical circle classes;
- **Questionnaire and interview method** - identification of effective approaches based on a comparison of foreign and domestic educational experience.

The source was D.V. Mosunova's work on the development of creative activity through decorative and applied arts, as well as articles published on

scientific and educational platforms.

I believe that it is appropriate to use the following scientific and pedagogical methods in conducting research and practical activities within the framework of the topic "Pedagogical foundations of the development of students' professional competencies in circle classes".

Analytical method: The analytical method allows for an in-depth analysis of a pedagogical phenomenon or process. It is more often used to study scientific literature, legislation, foreign and national experiences on the topic. This method is based on the works of classical pedagogues such as Aristotle, I. G. Pestalozzi, J. Dewey, and plays an important role in understanding the essence of the problem in modern didactics. It analyzes the Decree of the President of Uzbekistan No. PF-60, the Development Strategy of New Uzbekistan, advanced foreign practices (Finnish, Korean, Singapore systems). It is used in the stages of analysis of scientific literature, state documents (PF-60, DTS, university curricula), studying methods for developing professional competencies through group classes in foreign educational systems, and distinguishing modern interpretations of the concept of professional competence. Through this, theoretical and practical problems of the topic are identified and scientifically based conclusions are formed based on advanced experiences and practices. Content analysis is used to assess the level of competencies by analyzing student work (projects, assignments, art samples), and qualitative analysis is conducted based on the products created by students.

Experimental-research method: Used to determine and monitor changes in competency levels, to determine the impact of club activities on student competencies. It involves participants and non-participants in clubs where a group of students is selected. The results of the training are measured in advance and afterwards. Student results are constantly monitored based on diagnostic tests and assessment criteria. Modeling and design methods - are necessary for modeling the educational process based on modern pedagogical approaches and are used to develop and test training models aimed at the formation of professional competencies. Active learning methods (project, role-playing, practical tasks) are used to develop competencies in an active and creative environment, in which students enter professional roles through project preparation, real problem solving, and role-playing in group sessions.

• **Questionnaire and interview (questionnaire and interview) methods:** Development of questionnaire and interview questions, communication with

students, teachers, and group leaders, statistical and qualitative analysis of the responses received. Used to find out the opinions, motivation, and attitude of students to the groups. In this method, special questionnaires are created and opinions are obtained from students and group leaders. These methods are based on the psychological and theoretical views of F. Bacon, J. Piaget, A. Maslow, K. Levin in the study of subjective attitudes, interests, needs and motivations. Through this method, students' needs, interests and problems are identified and demands and proposals for the activities of the circle are formed.

RESULTS

According to the results of the study, circle classes develop skills such as creative thinking, professional interest, responsibility, teamwork, and initiative in students. Through circles focused on creative activities, students acquire competencies such as the ability to freely express themselves, solve problems, and develop new approaches.

As indicated in the studies of Mosunova D.V., the aesthetic taste and creative abilities of young people participating in such classes are significantly developed.

Research methods for developing students' professional competencies in club activities

| Name of the method | Theoretical foundations | Stages of application | Expected results |
|-------------------------------------|---|---|--|
| Analytical method | Based on Aristotle, J. Dewey, I. Pestalozzi. Allows you to analyze pedagogical phenomena. | Literature analysis, comparison of foreign experiences, study of regulatory documents. | The essence of the problem is determined, substantiated scientific conclusions are formed. |
| Experimental method | Based on the works of L.S. Vygotsky, P.Ya. Galperin. Determines effectiveness by testing pedagogical experiments. | Diagnostics → experimental training → final measurements. | The effect of the circles is proven, effective conditions are identified. |
| Questionnaire and interview methods | Based on the psychological approaches of A. Maslow, K. Levin. | Questionnaire/interview preparation, interviews with students and leaders, analysis of responses. | Students' needs, interests, and motivations are determined. |

During the study, it was found that:

- Circle classes serve to develop not only practical skills in students, but also independent decision-making in problem situations, creative thinking, and professional competence.
- Based on the research of D.V. Mosunova, classes focused on creative activity increase motivation in students, encourage them to self-expression.
- The focus of educational programs on creativity and innovation serves to train personnel in line with modern market requirements.

The dissertation used a number of research methods to scientifically substantiate the development of students' professional competencies through group activities and identify effective methodological approaches. Each of them is described below with its theoretical basis, stages of application, and expected results.

| | | | |
|-----------------------------------|--|---|--|
| Diagnostic and monitoring methods | Based on the theories developed by S. Rubinstein, B.G. Ananyev. | Initial and final assessment, comparison of indicators. | The level of competencies is determined, changes are assessed. |
| Active learning methods | Based on the pedagogical approaches of J. Dewey, V. Okon, A. Diesterweg. | Projects, assignments, role-playing, organizing team activities. | A creative approach is formed, theory is combined with practice. |
| Model creation and design methods | Based on V.V. Kraevsky, V.I. Zagvyazinsky. | Model creation, development of suitable materials, testing. | An effective methodological model is created. |
| Comparative method | Based on the developments of M. Danilov, B. Bloom. | Comparison of foreign and national experience, identification of effective aspects. | Advanced approaches are identified, proposals are developed. |
| Content analysis | Based on the theories of K. Krippendorff, E. Holsti. | Analysis of student work, qualitative assessment, learning based on indicators. | The level of creative potential and competencies is determined. |

DISCUSSION

Club classes, as an important component of the modern educational process, play a key role in the formation of professional competence. They not only deepen knowledge about the specialty, but also make a significant contribution to personal development. An analysis of foreign experience shows that educational programs based on creative and practical activities increase the level of students' mastery and prepare them for the requirements of a market economy. The pedagogical potential of club classes is unparalleled, especially in increasing students' personal activity. Classes conducted in a creative environment not only form professional skills, but also develop skills such as social adaptability, teamwork, aesthetic taste and responsibility. Currently, clubs organized on the basis of a creative approach are considered an important factor in the training of competitive personnel. It is recommended to effectively use advanced foreign experience in this regard.

The formation and development of students' professional competencies has become one of the most important areas of the pedagogical process. In particular, circle classes provide an unconventional, interactive and practical approach to this process. They enrich the curriculum, create opportunities for the development of competencies based on independent

and creative activity.

The scientific methods used in this study allow for the identification, analysis, development and assessment of professional competencies. Each method, with its theoretical foundations, practical stages and scientific results, forms the methodological basis of the dissertation. The table below summarizes the main features of these methods. The methods used in the study are complementary and serve as a means of comprehensive learning, with the help of which the impact of circle classes on professional competencies was proven on a theoretical and practical basis. In particular, through observations conducted on the basis of the experimental-experimental method, the formation of such qualities as creative thinking, initiative, and responsibility in students was identified.

CONCLUSION

Through circle classes, students strengthen their knowledge and skills related to their professional direction. The training, organized based on a creative and innovative approach, will help young people develop their personal and professional skills.

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