



**EOC**  
EUROASIAN  
ONLINE  
CONFERENCES

# ENGLAND CONFERENCE

**INTERNATIONAL CONFERENCE ON  
MULTIDISCIPLINARY STUDIES AND  
EDUCATION**



**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION:** a collection scientific works of the International scientific conference – London, England, 2026. Issue 4

**Languages of publication:** Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION**». Which took place in London, 2026.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and erro



## ORGANIZING FREE TIME MEANINGFULLY: THE PEDAGOGICAL IMPORTANCE OF EXTRACURRICULAR ACTIVITIES

Ibragimova Lola Zulfikarovna

Master's Student,

Asia International University

**Annotation.** This article explores the pedagogical importance of organizing students' free time meaningfully through extracurricular activities. It highlights how out-of-school programs, including sports, arts, and academic clubs, play a crucial role in shaping the moral, ethical, and social qualities of the youth. Furthermore, the study discusses the positive impact of these activities in preventing negative behaviors, developing hidden talents, and fostering a well-rounded, socially active personality. The findings suggest that a collaborative approach between schools, parents, and the community is essential for maximizing the educational benefits of leisure time.

**Key words:** Leisure time, extracurricular activities, educational significance, moral development, youth upbringing, social skills, student engagement

Extracurricular activities are a logical continuation of the educational process, representing a purposeful pedagogical endeavor aimed at the meaningful organization of students' free time. In the modern educational system, classroom lessons alone are insufficient for the holistic development of a student's personality. A child's behavior, interests, and worldview after school are directly tied to how they spend their leisure time. Consequently, extracurricular events and clubs serve as some of the most crucial and effective tools for cultivating moral and ethical qualities in the youth.

While classroom lessons primarily focus on acquiring academic knowledge, extracurricular activities allow students to master practical life skills—specifically teamwork, mutual respect, empathy, and tolerance. In clubs and societies, children of different ages unite around a shared interest. This environment instills a sense of collective responsibility. For instance, while collaborating on a creative or scientific project, a student learns to listen to the opinions of others, compromise, and strive toward a common goal. This, in turn, prevents egoism and elevates feelings of altruism and genuine friendship.

Depending on the type of activity, various moral and ethical qualities are formed in students. **Sports clubs**, for example, not only promote physical health but also foster strong willpower, determination, discipline, and the ability to compete fairly. Learning to accept both victory and defeat in sports mentally prepares a child for future hardships and life's challenges. **Arts and creative clubs** (music, fine arts, theater) develop the student's aesthetic taste, teaching them to





appreciate delicate emotions and beauty. Through staged plays in theater clubs, children practically experience concepts such as good and evil, justice and injustice, allowing them to draw necessary moral conclusions. Meanwhile, **scientific and intellectual clubs** (reading clubs, robotics, debate societies) enhance students' abilities to think independently, defend their positions with evidence, and respect the rights of others.

Additionally, out-of-school social activities—such as community clean-ups (*hashar*), assisting the elderly, or ecological campaigns (planting trees, cleaning the environment)—directly shape feelings of diligence, compassion, and patriotism through hands-on practice. By participating in small-scale social projects, a student realizes their value to society, which awakens a sense of civic involvement and social responsibility.

Another immense educational significance of organizing leisure time meaningfully is that it protects students from harmful habits and the influence of alien ideologies. In today's era of rapidly developing information technologies, if a child's free time is not properly directed, they may become addicted to the virtual world or fall under the negative influence of social media. Extracurricular activities engage the student in fascinating real-world pursuits, thereby limiting their exposure to excessive and harmful information.

The role of club leaders and educators in this process is invaluable. In an extracurricular setting, the relationship between teacher and student steps away from strict formality, taking on a friendlier and more trusting tone. The teacher's personal example, speech, attitude, and sense of fairness serve as a living model for the student. Children view the mentors who guide them in activities they are passionate about as ideals, unconsciously adopting their positive traits. Thus, properly organized extracurricular activities act as a solid foundation for a student to grow into a well-rounded, highly spiritual, and morally mature individual.





## REFERENCES

1. O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni. (2020-yil 23-sentabr). O'RQ-637-son. Qonunchilik ma'lumotlari milliy bazasi.
2. Mavlonova, R., To'rayeva, O., & Xoliqberdiyev, K. (2001). *Pedagogika*. Toshkent: "O'qituvchi" nashriyoti.
3. Mahoney, J. L., Larson, R. W., & Eccles, J. S. (2005). *Organized activities as contexts of development: Extracurricular activities, after-school and community programs*. Lawrence Erlbaum Associates Publishers.
4. Eccles, J. S., & Barber, B. L. (1999). Student council, volunteering, basketball, or marching band: What kind of extracurricular involvement matters? *Journal of Adolescent Research*, 14(1), 10-43.
5. Hasanboyev, J., & To'raqulov, X. (2011). *Pedagogika nazariyasi (darslik)*. Toshkent: "Noshir".
6. Farb, A. F., & Matjasko, J. L. (2012). Recent advances in research on school-based extracurricular activities. *Journal of Research on Adolescence*, 22(1), 1-48.
7. Shodmonova, Sh. S. (2010). *Uzluksiz ta'lim tizimida barkamol avlodni shakllantirishning pedagogik va psixologik asoslari*. Toshkent: "Iqtisodiyot".

