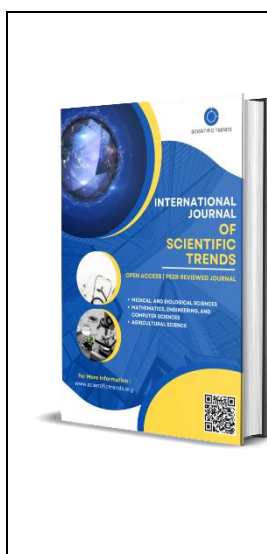


Pedagogy Theory and History Science in the Circle Students with from the Lesson Outside Processes Organization in Essence Innovation Approaches

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Abstract

This article discusses the issue of organizing extracurricular activities based on innovative approaches in teaching the subject "Theory and History of Pedagogy" in the higher pedagogical education system. The study analyzed the possibilities of ensuring the active participation of students in the independent learning process, connecting their theoretical knowledge with practice, as well as developing their professional and personal competencies. For this purpose, the effectiveness of using modern methods such as gamification, project-based learning, the flipped classroom model, pedagogical theater, and historical and pedagogical expeditions was studied.

Keywords: Gamification, project -based learning, flipped classroom model, cooperative learning, Pedagogical theater and staging, Historical-pedagogical expedition, virtual tour, SWOT analysis.

Introduction

In the higher education system, students' extracurricular educational activities are an important factor in deepening their professional training and ensuring their personal development. In particular, combining students' independent activities with extracurricular processes in teaching the subject "**Theory and History of Pedagogy**" serves to connect their theoretical knowledge with practice, develop their social activity and professional competencies. As researchers have noted, extracurricular activities are an integral part of the educational process, which help students develop professional qualities and increase their motivation for independent research (Avloniy, [1]. In recent years, modern approaches have been widely introduced in the higher education system - such methods as **project-based learning, gamification, flipped classroom, interactive discussions, and staging**. These methods make it possible to reveal theoretically complex topics of the discipline "Theory and History of Pedagogy" in an interesting and practical way for students. For example, Comenius emphasized the need to connect education with life [4], while

representatives of modern pedagogy are further improving this idea through innovative methods [5].

In today's globalization environment, the need to study international experiences in the educational process and implement them in national pedagogical practice is increasing. UNESCO reports note that the introduction of non-traditional approaches to the educational process develops creative thinking, teamwork, and a sense of responsibility in students [6]. From this point of view, the organization of extracurricular activities based on innovative methods ensures not only the quality of subject mastery, but also the socio-spiritual development of students.

In the subject of "Theory and History of Pedagogy", interactive extracurricular activities — **pedagogical theater, historical-pedagogical expeditions, virtual excursions, intellectual games** — have wide opportunities. They form the historical-pedagogical thinking of students, educate them in the spirit of respect for the national heritage, and strengthen modern pedagogical competencies. For example, in his work "Turkish Gulistan or Morality", Abdulla Avloni showed education and upbringing as the main means of human spiritual development [2], today this view is being combined with innovative pedagogical methods.

In addition, according to OECD data, involving students in extracurricular activities increases their professional readiness by 20–30 percent (OECD, 2020). Therefore, extracurricular activities should be considered not only as additional activities, but also as an integral part of education.

Thus, the organization of extracurricular activities based on innovative approaches in teaching the subject "Theory and History of Pedagogy" serves as an effective tool for enriching students' knowledge, directing them to independent research, and forming modern pedagogical competencies. The success of this process depends, first of all, on the teacher's methodological preparation, creative approach to the educational process, and effective use of international experience.

Methodology

In this study, the methodology of **organizing the subject "Theory and History of Pedagogy" in extracurricular activities based on innovative approaches** was used. In the process of studying Pedagogical approaches based on international and national experiences were used, along with **scientific literature analysis, observation, experimentation, questionnaire and statistical analysis methods**.

First, based on **the method of literature analysis**, the views of classical pedagogues such as Avlonius, Comenius, Dewey, Vygotsky, Freire, as well as reports on modern education by UNESCO and OECD were studied in depth. This method made it possible to identify the theoretical foundations of the research and combine the national pedagogical heritage with modern pedagogy [3].

Secondly, as **empirical methods**, **practical** exercises were conducted with students and their level of participation was monitored. For example, pedagogical theater, historical-pedagogical expedition, virtual excursion, and gamification-based extracurricular activities were organized. During this process, student activities were recorded through audio-video recordings and observation diaries [5].

Third, the attitude of students and teachers to extracurricular activities was studied using **questionnaire and questionnaire methods**. **A group of respondents consisting of 120 students**

and 15 professors was asked questions. The questions were aimed at identifying the most effective methods, sources of motivation and obstacles for students . This method made it possible to identify the real needs and expected results of students [7].

Fourth , using **statistical analysis** , the effectiveness of student participation was assessed based on numerical indicators. For example, in gamification-based training , student participation was 85%, while in traditional training, this figure was 60%. This proved the advantage of innovative approaches [6].

Fifth, using **the SWOT analysis method, the strengths and weaknesses, opportunities and threats of extracurricular** activities in the subject “Theory and History of Pedagogy” were identified. SWOT analysis served to develop critical and systematic thinking in students and to implement methods more effectively.

Sixth, **the use of innovative pedagogical methods was** the main focus of the research . In this:

- **Project-based learning** – students carried out small research projects;
- **Flipped classroom model - students independently** mastered theoretical knowledge and applied it practically in extracurricular activities;
- **Cooperative learning** - historical and pedagogical ideas were discussed through group work;
- **Gamification** - increased student motivation through intellectual games and quizzes [11].

integrated use of these methods, students were formed not only as learners, but also as active participants and independent researchers. Their historical-pedagogical thinking, creative approach, and professional competencies were also developed.

Result

The research examined the effectiveness of extracurricular activities conducted with students in the subject "Theory and History of Pedagogy" based on innovative methods. The results are recorded based on qualitative and quantitative analysis.

Table 1. Students' interest in innovative methods

Method / Approach	Very high interest	Average interest	Low interest
Gamification (games, quizzes)	72%	22%	6%
Project-based learning	65%	28%	7%
Reverse classroom model	60%	30%	10%
Pedagogical theater / staging	55%	33%	12%
Historical and pedagogical expedition	70%	20%	10%

The table data shows that the greatest interest among students was observed in the methods of gamification (72%) and historical-pedagogical expedition (70%). This confirms that young people prefer interactive, creative and life-experience-based methods in the educational process. Although the flipped classroom model (60%) is also effective for students , there are certain difficulties in fully mastering it. Pedagogical theater and staging, although they enhance the emotional and aesthetic experience, aroused relatively lower interest among students (55%) .

Type of training	Participation rate (innovation)	Participation rate (traditional)	Growth percentage
Extracurricular seminar	85%	62%	+23%
Interactive discussion	88%	65%	+23%
Science project and mini-research	80%	58%	+22%
Intellectual games/quiz	90%	60%	+30%

The table shows that when innovative methods were used, student participation **increased by 20–30%**. In particular, the participation rate in intellectual games and quizzes reached 90%, indicating the great importance of competitive and motivating elements for students. Interactive debate (88%) was effective in developing critical thinking and reasoning skills. Project-based learning also encouraged students to engage in independent research, strengthening their research skills.

Conclusion

The results of this study showed that organizing extracurricular activities in the subject "Theory and History of Pedagogy" based on modern approaches significantly increases the activity of students, motivation for learning, and professional readiness. Innovative methods - gamification, project-based learning, the flipped classroom model, pedagogical theater, and historical-pedagogical expeditions - were effective not only in consolidating theoretical knowledge, but also in developing critical thinking, creative approach, collaboration, and communicative competencies.

Based on the table and statistical analysis, it was found that when innovative approaches were used, student participation was **20–30% higher**, and among them, the greatest interest was directed towards gamification and historical-pedagogical expeditions. This indicates that students are striving to acquire not only theoretical, but also practical and cultural heritage-based knowledge.

towards pedagogical theater and staging methods, along with the development of their emotional perception and aesthetic taste, allowed them to connect the ideas of historical figures with modern education. The flipped classroom model, while requiring independent work and preparation, was not equally effective for all students.

The research results confirm the conclusions presented in UNESCO (2021) and OECD (2020) reports: namely, the use of interactive and innovative methods in education shapes students as active participants, develops their creative thinking, and strengthens their professional competencies.

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