

The Origin and Development of the Extracurricular Education System: International Experience

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Abstract: This article examines the emergence and development of the out-of-school education system based on Uzbekistan and world experience. The out-of-school education system and its structure in our republic are analyzed in comparison with world experience.

Keywords: education, upbringing, world, structure, globalization, strategy, method, experience, analysis, out-of-school education.

INTRODUCTION

The role of the education system in the processes of socio-political, economic and cultural development of any state and society is important and relevant. Countries with a developed education system are not only developing economically in the global world, but also demonstrating their potential in cultural life. In the modern world, where globalization processes are rapidly developing, and ideological conflicts and contradictions are taking place between different states, societies and cultures, the issues of education and upbringing are becoming more and more relevant. As the President of the Republic of Uzbekistan Sh. Mirziyoyev noted, “the cornerstone of progress, the force that makes a country powerful and a nation great is science, education and upbringing. Today, the development of any country and its competitiveness in the world depend, first of all, on the quality of education and the development of science” (Mirziyoyev, S. *et al.*, 2024). In this regard, developing countries attach great importance to the education system, first of all.

The 2024 Nobel Prize in Economics laureates Daron Acemoglu and James Robinson argue that the rise, development or decline of countries is not primarily determined by climate, natural resources and geographical location. On the contrary, the role of countries and a number of inclusive institutions, including education, is very important. Poor quality education cannot make a country strong, powerful and rich, nor can it save people in society from poverty. They argue that “the low levels of education in poor countries are due to economic institutions that discourage parents from educating their children, and political institutions that prevent governments from building schools, funding them, and supporting the aspirations of schools, parents, and students. The poor quality of

education for the population of these countries and the failure to create inclusive markets are costly.” “In such countries, there may be many potential Bill Gateses and one or more Albert Einsteins, but they may be forced to do things they don’t want to do in poverty, without education, because they are not given the opportunity to pursue a worthy profession in life” (Acemoglu, D. *et al.*, 2021).

In the modern world, the desire for education is becoming increasingly strong. Today, Asian countries such as China, India, Malaysia, and Singapore, which are considered the developed countries of the world, have developed their economies through the development of education and have also taken an important place in world politics. However, there are people on different continents of the world who are excluded from education and are deprived of the opportunity to receive sufficient education. For example, in the 1990s, the level of universal primary education in the world was extremely low, with more than 140 million children in poor countries not attending school at all, and 33 percent of children living in rural areas of the Middle East and North Africa did not have the opportunity to attend school. To ensure that 130 million children have access to primary education, an additional investment of 7 billion US dollars per year for 10 years is required in the education sector. Around 250 million children around the world were forced to do hard labor to survive (Toshturov, S. *et al.*, 2022).

According to UNESCO, 251 million children and young people in the modern world are out of school, including 71 million of primary school age, 57 million of lower secondary school age and 120 million of upper secondary school age. In the poorest countries, 33% of students are out of school, compared to 3% in the richest countries. More than half of the world’s out-of-school

population lives in sub-Saharan Africa (51%), up from 32% in 2000. Since 2007, more boys than girls have been out of school globally, with 129 million boys and 122 million girls out of school [<https://education-estimates.org>].

That is why **the second goal of the *United Nations Millennium Declaration*** [United Nations, 2000] (2000–2015) and **the fourth goal of the global development agenda for 2015–2030, “*The Sustainable Development Goals*”** [United Nations, 2015] (*SDGs*) focus on the issue of **quality education**. This clearly shows that education is not only a means for personal development, but also a fundamental and primary tool for the progress of entire societies, nations, and states.

In countries around the world, the types of education are diverse in terms of their form and characteristics, and they are becoming richer over the years. These include preschool education, school education, out-of-school education, secondary specialized and vocational education, higher education, post-higher education, independent education, and others. As noted above, under the influence of historical realities and processes, the types of education are increasing. For example, at the end of the 20th century, inclusive education was introduced in addition to the above types of education, while in the first quarter of the 21st century, distance (or online) education is developing widely in all regions of the world. Especially under the influence of the global COVID-2019, distance education is developing further and is emerging as traditional education.

All types of education are important for a person's growth, development, and fulfillment in life. However, in addition to formal education, non-formal education is also important in this regard.

Out-of-school education is an education aimed at further developing the scientific, creative and professional activities of young people, with an individual and collective approach, as well as further strengthening the knowledge and skills acquired at school. Out-of-school education is important for young people to develop their knowledge potential and life skills, as well as to acquire their own profession in the future and find their place in life. Because a school student further strengthens the knowledge and skills acquired at school in out-of-school educational institutions. Based on this knowledge and skills, they can enter higher education institutions in the future or

continue their professional activities in accordance with their interests. It should be noted that school and out-of-school education are equally important for a young person to mature and find their place in life. Because a child spends half of his time at school and half in various forms of extracurricular educational institutions. So, their importance in the formation of a child and their preparation for life is equally important. For example, a student is interested in a certain area of sports. At school, he receives theoretical and practical basic knowledge in this area. In out-of-school sports educational institutions, he further strengthens them, further increases his experience in this area with peers of different age levels. He participates in various competitions within out-of-school educational institutions, further improving himself in this area. In the future, this will become his main or additional interest and means of material support. It is clear that out-of-school education is one of the important and urgent issues. It can be emphasized that it is a school outside of school. Out-of-school educational institutions are places that develop children's creative activity, ensure their free activity, and provide a comfortable environment for the transformation of knowledge into skills [Pulatova, D, 2015].

Therefore, extracurricular educational institutions have their own importance and place.

Extracurricular educational institutions are social organizational and instructional-methodical institutions that work with children and adolescents outside of school. They operate in close connection with the school, based on the age characteristics of the child. Extracurricular educational institutions include children's and adolescents' creative palaces, houses, clubs and centers, children's and adolescents' sports schools, art schools, music schools, studios, libraries, health facilities and other institutions. They operate year-round. To meet the individual needs of children and adolescents, organize their free time and recreation, state bodies, public associations, as well as other legal entities and individuals can organize extracurricular educational institutions in cultural-aesthetic, scientific, technical, sports and other areas.

In out-of-school educational institutions, students of all grades of general secondary schools voluntarily study additional subjects, arts, crafts and other professions, sports, in addition to the school curriculum. In out-of-school educational institutions, clubs, studios, ensembles, groups and

other forms are organized for students in various areas [National Encyclopedia of Uzbekistan, 2003].

The emergence of educational institutions outside of school is directly related to the emergence of schools. In particular, the first schools appeared in countries such as Egypt, Mesopotamia, China, Asia Minor, Greece, and Rome, which were considered ancient Eastern and Western countries. Their education systems were also diverse and unique [Dunn, R.E, 2022]. They initially taught religious and later secular subjects. Along with these religious subjects, students also studied subjects such as linguistics, mathematics, astronomy, and medicine. However, students also studied practical knowledge of crafts and agriculture, military sciences, and various other subjects in their free time outside of school in the form of extracurricular education. In particular, centers such as Plato's Academy and Aristotle's Lyceum were important centers of extracurricular education in the study of philosophy, science, and politics. In addition, in ancient Greece and Rome, students also received education in gymnasiums, where physical education and sports exercises and military knowledge were taught as part of extracurricular education. In ancient Rome, public forums and public events were usually widespread, and such events served as an extracurricular educational space for studying politics, law, and the art of speech.

In the Middle Ages, in Western Europe, school-age children, depending on their parents' abilities and their own desires, studied crafts and mastered professions from skilled masters in various craft guilds (workshops) [Beck, R. B, 2008]. Here, the period of study extended over several years and was aimed at developing practical skills. In monasteries, students studied oratory and calligraphy in their free time from religious education.

Children and youth centers established in the 20th century played a significant role in the development of students outside of school and in their leisure time. They included various clubs, sports, art and other activities. In order to further consolidate the knowledge acquired by children at school, science, professional and various sports clubs began to be organized. As a result of the growing cultural factor, summer camps were organized for children to spend their free time outside of school effectively and usefully. Summer

camps provided an opportunity for children to relax and acquire various skills.

After-school education has a long and rich history of providing educational, recreational, and support services to children and adolescents outside of regular school hours. These programs play a vital role in the lives of millions of students around the world, providing them with a setting in which to participate in a variety of activities and learn new skills.

After-school education began to take on a more formal and popular form in the late 1800s and early 1900s, when entrepreneurs recognized the need for after-school activities for urban children. These early programs focused on physical fitness, basic literacy, and social skills. They were mostly run as private businesses or community organizations, with parents paying a fee for their children to attend.

School programs expanded rapidly in the 1950s and 1960s as education reformers recognized the importance of supporting students beyond the classroom. These programs were often supported by municipal governments and nonprofit organizations, with funding coming from both public and private sources.

In the 1970s and 1980s, after-school programs expanded to include academic support, arts and music activities, and vocational training. These programs aimed to meet the diverse needs of students, particularly those from low-income families who could not access such opportunities outside of school [Berger, E. *et al.*, 2016].

The term out-of-school learning (or after-school activities) is an educational concept first proposed in 1987 by Lauren Resnick, a professor of psychology at the University of Pittsburgh and president of the American Educational Research Association, which refers to educational and extracurricular experiences for students outside the school environment [<https://www.elitelearning.org>].

There are also different approaches by scientists to the out-of-school education system. For example, according to Anna Aizer, professor of Brown University (USA), the lack of adult supervision over school-age children is due to antisocial behavior [Resnick, L. B, 1987], according to E. Bettinger, professor of Stanford University (USA), T. Hegeland, professor of the University of Oslo, and M. Rege, professor of the University of

Stavanger (Norway), the need for out-of-school education arises due to the inability of the school to provide a child with a full-fledged education [Aizer, A, 2004] Therefore, it is possible to provide adult supervision and further strengthen students' knowledge through extracurricular education programs. Also, professors from Brown and Michigan universities in the USA, J. Roth, A. Sant and J. Poyelar, state that extracurricular education is a variety of special programs aimed at further developing the knowledge and skills of students after school during the school year. Although there is considerable diversity in extracurricular education programs in countries around the world, they often play an important role in homework, social interaction, sports and vocational training, and in revealing creative abilities [Roth, J. *et al.*, 2014].

According to University of California Professor D. Vandell, [2015] Out-of-school education is often the result of organized activities among students, and according to Darling Hammond [Darling-Hammond, L. *et al.*, 2020] a this form of education is important in the formation of the student in connection with extracurricular activities, including extracurricular activities, sports, community service, creative circles, summer camps and other programs. According to the general opinion of these scientists, out-of-school education significantly improves the academic performance and socio-emotional functioning of students.

The goal of after-school education is to increase engagement in education by addressing learning gaps, developing talents, strengthening communities, and creating additional learning opportunities in the real world. A study conducted by the *National Center for Research on Evaluation, Standards, and Student Testing (CRESST)* at the University of California, Los Angeles, found that after-school education increases engagement in school and learning [Goldschmidt, P. *et al.*, 2007].

Accordingly, extracurricular education is organized in various forms in countries around the world. In particular, in many countries, a large proportion of students participate in extracurricular activities, especially in mathematics and additional language learning. In the member countries of the Organization for Economic Cooperation and Development [The Organization for Economic Cooperation and Development was established in 1948 to restore the economies of Western Europe

under the Marshall Plan. As of 2023, the Organization has 38 member countries: Australia, Austria, Belgium, Great Britain, Hungary, Germany, Greece, Denmark, Israel, Ireland, Iceland, Spain, Italy, Canada, Colombia, Costa Rica, Latvia, Lithuania, Luxembourg, the Netherlands, New Zealand, Norway, Mexico, Poland, Portugal, the Republic of Korea, Slovakia, Slovenia, the United States, Turkey, Finland, France, the Czech Republic, Chile, Switzerland, Sweden, Estonia, and Japan. Brazil, India, China, South Africa and Indonesia are partner countries of the Organization.] 35% of students attend such classes in science, this share rises to 48% in mathematics and 41% in additional language learning. About 38% of students who take regular science classes participate in extracurricular science classes and 48% of students who take regular mathematics classes participate in extracurricular mathematics classes. On average, students in OECD countries participate in extracurricular activities less than their counterparts in partner countries and economies, but there is a wide variation in participation rates across countries. For example, in Greece and the partner country Tunisia, at least 70% of students are involved in extracurricular activities in science, while at least 70% of students are involved in extracurricular activities in Austria, Japan, Iceland, Belgium, Ireland, Australia, and Finland, Switzerland, New Zealand, Germany, Luxembourg, Spain, and the partner countries Croatia and Argentina. In mathematics, at least 70% or more of students are involved in extracurricular activities in Turkey, Korea, Greece, and the partner countries Qatar, Israel, and Tunisia, while at least 70% of students are not involved in such activities in Finland and Austria.

In terms of learning an additional language outside of school, at least 70% of students are involved in extracurricular activities in Turkey, Denmark and the partner countries Kyrgyzstan and Tunisia, while at least 70% are involved in extracurricular activities in Austria, Finland, Belgium and Japan, while no students participate in such activities in Spain, Iceland, Switzerland and the partner countries Croatia, Liechtenstein and Argentina [OECD, 2011].

In Norway, after-school programs are an integral part of school and are aimed at further developing students after school, based on their abilities. According to the Norwegian Ministry of Education [Drange, N, 2022], the implementation of after-school programs in the last decade has also played

an important role in the full integration of children from low-income families or with an immigrant background into society.

After-school programs are now very common in the United States. However, according to US law, after-school education is organized differently in different states. For example, in the state of Virginia, children from low- and moderate-income families are offered additional education through various non-governmental organizations through economic and educational programs [www.afterschoolalliance.org]. In various cities, after-school programs are staffed by volunteers, including coaches, tutors, and teachers. In Texas, after-school programs are coordinated by the state's special education agency and funded by local governments. The Department of Education's Community Learning Centers sponsor after-school programs in under-resourced schools [Texas Education Agency, 2014].

In today's rapidly changing world, after-school programs continue to evolve to meet the unique needs of 21st-century students. They are increasingly focused on academic achievement, social and emotional well-being, and character development. In addition, programs now offer a variety of activities, including sports, technology, coding, and the performing arts.

For example, in the modern world, various online courses and educational platforms provide millions of students around the world with the opportunity to learn and improve their skills. Also, modern multimedia educational materials in extracurricular education, in particular video, audio and interactive materials, make education more interesting and effective. In turn, distance learning has also entered extracurricular education. Students are participating in various courses online during their free time from school. Modern computers, smartphones and tablets, which are considered communication tools, are expanding the possibilities for extracurricular education. In conclusion, extracurricular education is one of the important and relevant links in the education system, and it is of great importance in revealing and developing the intellectual and professional potential of students and young people, and in finding their place in life in the future. Therefore, great importance is attached to this education system in countries around the world.

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