

IMPROVING THE SYSTEM OF ORGANIZING SUPPLEMENTARY EDUCATIONAL SERVICES IN GENERAL SECONDARY EDUCATION INSTITUTIONS

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Abstract: The modernization of education requires the creation of flexible, learner-centered, and lifelong learning opportunities. Supplementary educational services play a vital role in improving the quality of general secondary education by addressing students' individual needs, supporting talent development, and eliminating learning gaps. This research analyzes the existing system of supplementary educational services in general secondary schools, identifies organizational and pedagogical shortcomings, and proposes strategies for their improvement. The study is based on descriptive and empirical methods, emphasizing innovation, teacher training, digital transformation, and stakeholder collaboration. The findings indicate that effective organization of supplementary educational services depends on strong management, professional development, sufficient resources, and community engagement.

Keywords: supplementary education, general secondary school, educational management, extracurricular learning, innovation, lifelong learning.

Introduction

In the context of rapid globalization and technological advancement, modern education systems are expected to go beyond traditional classroom instruction. Supplementary educational services—such as tutoring, creative clubs, and extracurricular courses—enhance students' academic, social, and creative potential, contributing to a holistic learning environment (1,2). They promote individualization in learning, provide additional opportunities for talent development, and support the formation of lifelong learning skills (3).

In general secondary education, supplementary education serves as a bridge between formal instruction and independent exploration, encouraging students to engage with science, technology, and creative problem-solving beyond the standard curriculum (4). In Uzbekistan, education reforms have increasingly emphasized extracurricular activities and inclusive educational programs to foster well-rounded development and equal access for all learners (5).

Despite these reforms, many schools continue to face challenges in organizing effective supplementary education programs due to traditional administrative structures, insufficient teacher training, and lack of technological resources (6). In particular, rural schools often experience limited access to modern teaching materials and qualified specialists. Therefore, there is an urgent need to improve the system of organizing supplementary educational services in general secondary schools to ensure quality, equity, and sustainability.

This research aims to analyze the current structure and management of supplementary education in general secondary schools and to identify strategies for its systematic improvement based on innovation, digitalization, and stakeholder collaboration.

Methods

The study employed a combination of descriptive, analytical, and empirical methods. Data were collected from 30 general secondary schools in both urban and rural areas of Uzbekistan.

Surveys and structured interviews were conducted with teachers, administrators, and parents to evaluate their experience and perceptions regarding supplementary educational services.

Document analysis was used to review national educational regulations, curriculum standards, and official reports on extracurricular programs. Comparative analysis of international experiences—particularly from Finland, Japan, and South Korea—was undertaken to identify best practices that could be adapted to the Uzbek context (7,8). Quantitative and qualitative analyses were combined to ensure a comprehensive understanding of current conditions and to propose evidence-based solutions.

Results

The findings showed that supplementary educational services are available in nearly all surveyed schools, but their organization varies widely in scope and quality. The most common forms of supplementary education include subject tutoring, foreign language clubs, art and music activities, and sports sections. However, systematic management and evaluation are often lacking.

Only about 37% of the schools have dedicated coordinators responsible for supplementary programs, while in most cases, such responsibilities are informally assigned to deputy principals or classroom teachers. Teacher participation rates were relatively high (approximately 65%), but many educators lacked formal training in extracurricular pedagogy. Respondents cited insufficient compensation and limited methodological support as major barriers to active involvement.

Student participation averaged around 70% in lower grades but dropped significantly among senior students, mainly due to exam pressure and reliance on private tutoring. Students demonstrated particular interest in digital technologies, foreign languages, and creative arts, reflecting a growing demand for innovative content.

Significant disparities were identified between urban and rural schools. Urban schools had better facilities and access to technology, while rural institutions struggled with outdated infrastructure and limited internet connectivity. Only 28% of schools used digital platforms to organize supplementary education, revealing a strong need for digital transformation.

Discussion

The study confirmed that supplementary educational services significantly enhance the overall quality of general secondary education, but their effectiveness depends on organizational capacity, teacher professionalism, and resource availability. The absence of a unified management structure and specialized personnel reduces coordination and sustainability. Appointing dedicated coordinators and establishing clear institutional frameworks could greatly improve efficiency (9).

Teacher motivation and competence remain central to successful implementation. Regular professional development focused on innovative extracurricular methods, project-based learning, and digital pedagogy is essential. Schools should provide incentives such as workload credits or financial bonuses to encourage active teacher participation (10).

Digitalization offers a promising avenue for expanding supplementary education. Implementing blended learning models, online platforms, and interactive resources would increase accessibility

and flexibility, particularly in rural regions (11). In addition, partnerships between schools, parents, and local organizations can enhance the diversity and quality of available programs.

International experiences demonstrate that effective supplementary education systems rely on collaboration between government, educators, and communities. In Finland, for example, after-school programs are integrated with national education strategies, emphasizing creativity and individual growth (7). In Japan and South Korea, public-private partnerships play a crucial role in expanding after-school learning opportunities (8). Adopting similar mechanisms could strengthen Uzbekistan's system of supplementary education and ensure long-term sustainability.

Conclusion

Improving the system of organizing supplementary educational services in general secondary schools requires a strategic and integrated approach. Management structures should be reformed to ensure clear accountability, and teacher training must include extracurricular and digital pedagogy. Equitable resource distribution and digital infrastructure are vital to ensuring that all students have access to quality supplementary programs, regardless of their geographic or social background.

Future development should focus on creating innovative learning environments that combine academic, creative, and technological skills. Strengthening collaboration between schools, families, and local communities will make supplementary education more inclusive and effective. By adopting modern management models, investing in teacher competence, and embracing digital transformation, general secondary education institutions can play a leading role in nurturing lifelong learners capable of thriving in the modern world.

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