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THE IMPACT OF EXTRACURRICULAR ACTIVITIES ON THE SOCIO-CULTURAL DEVELOPMENT OF STUDENTS

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ВЛИЯНИЕ ВНЕКЛАССНЫХ МЕРОПРИЯТИЙ НА СОЦИОКУЛЬТУРНОЕ РАЗВИТИЕ УЧАЩИХСЯ

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Abstract. The presented article is devoted to the study of the influence of extracurricular activities on the socio-cultural development of students. The issue of the importance of forming socio-cultural competence and increasing the motivation of students to learn a foreign language is also discussed. Examples from our own practice are given. Various aspects of the organization of extracurricular activities of students in English lessons are analyzed.

Аннотация. Представленная статья посвящена исследованию влияния внеурочной деятельности на социокультурное развитие учащихся. Также обсуждается вопрос о важности формирования социокультурной компетенции и повышения мотивации учащихся к изучению иностранного языка. Приведены примеры из собственной практики. Анализируются различные аспекты организации внеурочной деятельности учащихся на уроках английского языка.

Keywords: extracurricular activities, competence, sociocultural development, education.

Ключевые слова: внеклассная деятельность, компетентность, социокультурное развитие, образование.

We all know that the demand for learning English is growing in the context of globalization. The fact that schoolchildren strive to learn a foreign language can be described as the desire of their parents. Currently, we know that every second student, whether a student or a schoolchildren, dreams of going to work or study in Europe or Western countries. When we conducted a survey among graduates during their school practice, we found that almost 80 percent of students do not want to stay in their homeland. Most of the students replied that they would like to study in Europe. They also noted that knowledge of English is necessary in order to leave for Europe, and stated that they attend training centers and go deeper into learning English. Indeed, almost all schoolchildren in Kyrgyzstan are currently learning English. In interviews with parents, they also stated that they

would pay their children and send them to educational centers where English is taught so that their children could study abroad. The high demand for learning English, Russian, or any other foreign language certainly means a disparaging attitude towards our native language. It is no secret that the patriotic feelings of young people who have forgotten their native language and broken away from national values are also disappearing. However, the area we are exploring is ways to increase motivation to learn foreign languages. In subsequent studies, we will write about the state of the native language and the role of the native language in the upbringing of children by patriots [1].

Students wishing to travel abroad should not only improve their language skills, but also increase their socio-cultural competence. Therefore, the activities we organize and the lesson we conduct should be aimed at expanding the horizons and forming the socio-cultural competence of students by increasing their interest in learning foreign languages. The most effective means of developing socio-cultural competence is, first of all, staying in the country of the language being studied, immersion in the very atmosphere of culture, traditions, customs and social norms of the country. International youth and school exchanges play a huge role in this regard. But so far, we, school teachers of Kyrgyzstan, cannot send students to English-speaking countries under the academic mobility program, only we can organize various events, thereby creating conditions for students to feel the English atmosphere. We can also invite volunteers, but it is also difficult for us to attract volunteers from the USA. Thus, we strive to organize regular and extracurricular activities to increase students' motivation to learn a foreign language [3, 4].

The growing demand for learning foreign languages encourages the use of new methods of teaching foreign languages. The increasing role of a foreign language as a means of intercultural communication necessitates the improvement of the forms of organization of the educational process in order to increase motivation to learn languages and maintain interest in the culture of other countries. In addition to the traditional forms of work in the educational process, there are extracurricular forms of education, which are designed to organize students' free time as effectively as possible. Extracurricular work should be understood as "general education and educational work carried out outside the curriculum and programs, as well as various kinds of events organized for the contingent of an educational institution in order to more fully and deeply master knowledge and develop technical creativity.

As we know, teaching a foreign language in a secondary educational institution is a complex process that includes a number of methods, special techniques and various forms of work aimed at maximizing the effective assimilation of the language being studied. There is no doubt that it is not easy to get students interested in anything, especially in a computerized society. Children's worldview is much higher when they get access to all information via the Internet. Therefore, in order not to find themselves in a position in which children with computer heads are taught how to position a light bulb, it is important that the teacher keeps up with the times, is fluent in new technologies and is able to use effective teaching methods. As practice has shown, extracurricular work in the process of learning a foreign language, combined with regular forms of work on a compulsory course, contributes to a more complete realization of practical, educational, developmental and general educational learning goals. Extracurricular foreign language classes are most effective if they constantly accompany the main course of study. In other words, the teacher should provide students with the opportunity to apply a foreign language in practice outside of lessons as often as possible.

Thus, close motivation is maintained and a positive attitude towards language is formed not only as an academic subject, but also as a means of communication. As students move into high school, the scope of a foreign language is expanding through the use of more complex forms of extracurricular activities. As noted Zh.Kadenova one of the essential factors contributing to the

successful teaching of a foreign language is the organization of extracurricular activities. It is known that the language material studied in the classroom, as a rule, does not find application in the life practice of schoolchildren, and it is extracurricular work that can become an addition to academic work, contribute to the consolidation and application of knowledge acquired by students, expand their general horizons [1].

Extracurricular work opens up wide opportunities for the humanistic education of students and for the formation of their worldview. A special role in this process is given to those forms of organization of extracurricular activities that are dedicated to the culture of the country of the language being studied. By taking part in them, students have the opportunity to get acquainted with the literature of different countries, art, outstanding people, historical events, scientific discoveries, etc.

Extracurricular work in a foreign language is of great educational and developmental importance. Extracurricular work not only deepens the knowledge of a foreign language, but also stimulates the study of the language and culture of another country, contributing to the expansion of students' cultural views, the development of their creative activity, aesthetic tastes [2].

The acquired knowledge and experience contribute to the expansion of the worldview and the formation of a positive image of the countries of the studied language. For young people who want to get higher education abroad, it is especially desirable to get acquainted with the culture of this country. It is also no exaggeration to say that fostering respect for foreign culture and customs is a direct responsibility of teachers, especially teachers teaching a foreign language.

The educational results of students' extracurricular activities can be divided into the following levels. The first level is associated with the acquisition of social knowledge by students about social norms, socially approved and reprehensible actions. In this case, the student focuses on the model of the teacher's behavior as a carrier of positive social experience. The second level of results is for the student to gain experience and a positive attitude towards the basic values of society: family, knowledge, nature, culture. He can carry out the practical application of the acquired knowledge in the environment of his class or school. And finally, the third level of extracurricular activity results is associated with students gaining experience of independent social action.

Well-organized extracurricular activities make it possible to achieve all levels of educational results, as it contributes to the development of initiative, responsibility, activity, dedication and teamwork. On the other hand, going beyond the traditional formal form allows you to remove barriers and complexes that interfere with the full-fledged self-expression of schoolchildren and the realization of their capabilities.

In teaching practice, we use many forms of extracurricular activities that can be considered in relation to learning a foreign language. Traditionally, there are mass, group and individual forms of extracurricular activities. Individual forms of work include activities in which the student independently acquires knowledge and experience by applying a foreign language in practice. This category includes project work, reading articles, literary texts, preparing presentations, performing artistic or technical translations, writing short stories or poems. Often, individual forms of extracurricular activities are combined into group and mass ones in order to perform a certain amount of work for individual students. For example, as part of the preparation of a project on "Fashion in the UK: yesterday and today", a student may be instructed to search for information about the traditions and values of the UK. Students can read newspaper articles in English, etc.

Group forms of extracurricular activities are characterized by the stability of participants (6-10) and the regularity of classes. These include clubs, various clubs, quizzes and game forms of work. Mass forms of extracurricular work cover a larger number of participants and are mainly included in the school-wide plan of extracurricular activities, which somewhat limits the

possibilities of their application compared to group forms of work. Whole classes, parallel classes, or the whole school take part in them. Mass forms of extracurricular work include literary evenings, contests, theatrical productions, Olympiads and weeks of foreign language and culture. Group and mass forms of work require careful preliminary preparation under the guidance of a teacher [5].

Any form of extracurricular work chosen by the teacher should contribute to the realization of the creative potential of students. At the same time, the motivation of students is provided not only by the desire to apply a foreign language in practice, but also to create some kind of final product as a material expression of joint activity. Among the most accessible forms of group work for us, the organization of the English language week should be noted. And we regularly hold an English language week. This type of extracurricular work has a number of advantages. Firstly, it includes a variety of activities, and the whole week will be devoted to studying the culture of English-speaking countries. And the student has the opportunity to feel the English atmosphere. Every year we hold a Spelling bee contest, and it arouses the interest of every student. To improve reading comprehension skills, we are also organizing a storytelling competition.

We also conduct quizzes on various topics. Since the quiz is one of the most frequently used forms of extracurricular activities. Its peculiarity lies in the fact that it can be carried out at any stage of learning a foreign language. Depending on the level of study and the complexity of the material, quizzes can be aimed at assessing linguistic and cultural knowledge or the language itself.

Thus, extracurricular activities play a crucial role in the process of learning a foreign language at school. It allows not only to develop the skills and abilities acquired by students in foreign language lessons, but also to realize their creative potential and creative thinking. In the process of extracurricular activities, students develop personal qualities, which is also of particular importance in the process of socialization and intercultural communication. An active extracurricular activity throughout the course of learning a foreign language helps to maintain motivation and form a positive attitude towards the language and culture of the country.

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