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EXTRACURRICULAR WORK AS A MEANS OF MOTIVATION TO LEARN A FOREIGN LANGUAGE

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ВНЕУЧЕБНАЯ РАБОТА КАК СРЕДСТВО МОТИВАЦИИ К ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА

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Abstract. This article defines the principles of the organization of extracurricular work in a foreign language, the influence of extracurricular activities on the expansion of students' cultural views, the development of their creative activity, aesthetic tastes is noted. The purpose of the study is to generalize and systematize the theoretical and practical experience of extracurricular work in a foreign language in secondary schools.

Аннотация. В данной статье определяются принципы организации внеклассной работы по иностранному языку, отмечается влияние внеклассных занятий на расширение культурных взглядов учащихся, развитие их творческой активности, эстетических вкусов. Целью исследования является обобщение и систематизация теоретического и практического опыта внеклассной работы по иностранному языку в общеобразовательных школах.

Keywords: extracurricular activities, teaching methods, development, education, worldview.

Ключевые слова: внеклассная работа, методика обучения, развитие, воспитание, мировоззрение.

The reform of general education and vocational schools is aimed at improving the effectiveness of teaching and the quality of knowledge, skills and abilities acquired by students in subjects studied at school. Since the international relations of our state in various sectors of the economy and culture are expanding every year, the role of foreign language proficiency is also increasing, the basis of knowledge of which is laid in secondary schools.

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.

As practice shows, extracurricular activities, with their proper organization, rational choice of content, types, methods and techniques of their implementation, help the teacher to solve the most important tasks of education and comprehensive development of students.

The special psychological microclimate of extracurricular work - without negative emotions, without grades – contributes to the creation of an atmosphere of ease and relaxation, which, in turn, contributes to the most complete and comprehensive fulfillment of the main tasks in the field of

foreign language learning.

In the conditions of extracurricular work, the teacher has the opportunity to more systematically and purposefully develop and deepen some basic speech skills provided by the program. Thus, extracurricular work in a foreign language is an integral part of the overall system of educational means of personality formation. The task of the teacher is to make this a full-fledged component of the educational process.

Currently, a foreign language teacher in secondary school must use various methods, methods and means to conduct classes and organize extracurricular activities, which contributes to the cognitive interest of students at the initial stages of learning a foreign language. While observing the pedagogical practice of students, interviews with school teachers in cities and individual districts help us conduct methodological research. It should be noted that the teachers of foreign language subjects with whom we are talking confirm the need to include organizational forms of language classes that will consolidate the language material studied in the classroom and at the same time activate the activities of students in extracurricular activities.

The experience of teaching a foreign language shows that the development and improvement of oral speech in natural speech situations is an actual process. Unfortunately, in the course of the methodology of teaching a foreign language at the university, not enough attention was paid to the consideration of the relationship between ordinary and extracurricular activities on the subject. It's no secret that we often limit ourselves to providing theoretical knowledge that does not allow us to develop the practical skills necessary to perform classroom and extracurricular work on the subject. The situation described above prompts us today to address one of these most important problems, to take a deeper look at the goals and objectives, the relationship between regular and extracurricular activities [1].

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. The continuous improvement of the system and formative practices is due to the social changes taking place in society. The issue of improving the quality of education and the level of personal education remains a priority in the modern methodology of teaching a foreign language.

When teaching all school subjects, a certain place is given to the relationship between normal and extracurricular activities. Classroom and extracurricular work in a foreign language is carried out by means of a foreign language in accordance with the goals and objectives of teaching at school. Extracurricular work, like the main subject, develops the skills and abilities of students, stimulating the cognitive interest of students, as well as expanding their worldview [1]. The first opportunities for future teachers to develop the skills of organizing classroom and extracurricular activities at school are created thanks to the pedagogical practice of students of 3-4 courses. Therefore, it is extremely important to prepare future teachers not only to teach a foreign language, but also to organize extracurricular work on the subject, which is an integral part of the methodological training of a foreign language teacher.

When teaching a foreign language, students are expected to know not only the language, but also the culture of the nation being studied. To achieve this goal, teachers need to organize extracurricular activities. Teachers need to master effective ways of establishing a connection between culture and language, introduce an element of intercultural communication into the classroom and create pedagogical conditions that allow students to acquire knowledge about lifestyle, belief system, common history, literature or the combined experience of countries learning

the language.

There is no doubt that the language itself is determined by culture. It is impossible to be competent without understanding the culture that forms the language. First, you should give students a complete understanding of the culture of the nation, and then expect success in mastering the language. Systematic organization of extracurricular activities in a foreign language is important for achieving the goals, objectives and expected results set out in the curriculum. Unfortunately, there are no schools that do not pay enough attention to extracurricular activities. The success of teachers in teaching a foreign language depends on their ability to arouse the interest of students.

The organization of extracurricular work in a foreign language is the starting point that determines the requirements for its content, methods and forms of organization. They demonstrate the essence of the pedagogical activity of a teacher who organizes extracurricular activities that meet the goals and objectives of extracurricular work in a foreign language at school. This guiding principle of organizing extracurricular activities obliges teachers to timely identify students' interest in extracurricular activities and language, arouse interest in the subject, involving them in extracurricular activities. This principle determines the content of extracurricular activities and determines the need for constant support, deepening and development of interest in learning a foreign language.

The content of extracurricular activities should meet certain requirements: accessibility (the content should correspond to the age of students and should not deviate from the school curriculum, cognitive work with additional literature, stimulating the desire for research); relevance and practical significance (connection with life); be interesting to the student during extracurricular activities) [2].

As the main principles of the organization of extracurricular activities in a foreign language , the following can be distinguished :

- The principle of voluntariness and mass character;
- The principle of taking into account and developing individual characteristics and interests of students;
- The principle of linking extracurricular activities with lessons.

The principle of voluntariness — the student voluntarily participates in extracurricular activities. The peculiarity of this principle is that a student who determines his own participation in a particular type of extracurricular activity undertakes a voluntary commitment to continue learning a foreign language, which requires additional efforts from the student.

The principle of mass participation is characterized by the active participation of a large number of students with different levels of foreign language proficiency in extracurricular activities.

The principle of taking into account and developing individual characteristics and interests of students - provides for taking into account individual experience, interests, desires, worldviews, emotionally sensitive environment of students and the status of the individual in the team.

The principle of linking extracurricular activities with lessons primarily contributes to ensuring the unity of practical, developmental and educational goals of extracurricular activities and lessons. It also provides a link between the materials of methodological complexes used in foreign language lessons and educational materials used in extracurricular activities. The work is based on students learning the skills and abilities acquired in foreign language lessons, so students should fully use these abilities and skills in extracurricular activities. At the same time, extracurricular activities can have a positive impact on students' academic performance in foreign language lessons.

All of the above principles are closely related to each other. In the practice of pedagogical

activity, it is impossible to implement the following without observing one principle. This is explained by their systemic, fundamental nature. V.Y. Shepeleva complements the above principles in her writings with the principles of an integrated approach, enthusiasm and initiative, as well as the development of her activities [3].

The principle of an integrated approach can ensure the unity and interrelation of moral, physical, aesthetic and labor education. Extracurricular work should educate a sincere citizen, respect for his country and for the country whose language he is studying, in a foreign language. Of course, this citizen must be fair, decent, understand those with whom he communicates, and respect a foreign language. In extracurricular activities, it is necessary to awaken students' love for the beautiful, instill in them the skills of singing songs, listening and understanding music, improve the skills of designing wall newspapers, making costumes for stage performances. And the principle of the development of initiatives and independent actions ensures the stimulation and development of individual student activities and labor initiatives. In extracurricular activities, the teacher gives students the opportunity to independently apply their knowledge and skills, do everything related to the preparation and conduct of extracurricular activities, and skillfully control this process. Independent activity is a source of creativity, namely, that creative satisfaction always contributes to good work, good knowledge of a foreign language. And the initiative can become the life position of every student. The teacher should encourage his students to choose topics and forms of extracurricular communication. The above principles complement each other and comprehensively have a purposeful, consistent, continuous and comprehensive impact on personal development.

Extracurricular work in a foreign language, as you know, is based on the acquisition of skills and abilities acquired in language classes, so students should develop these skills in accordance with the specifics of a foreign language, using them to the fullest. Extracurricular activities have a positive impact on the learning efforts of students in foreign language lessons. Communication during extracurricular activities is to some extent a natural incentive for its use and serves as an important motivation necessary for the practice of speaking and language acquisition.

Thus, based on the above, extracurricular activities are an integral part of the educational process within the school curriculum, and also inspire the study of the subject, expanding the knowledge, skills and abilities of students when mastering communicative activities in a foreign language.

When organizing extracurricular activities, the following tasks are solved: the development of knowledge, skills and abilities acquired in foreign language lessons; assistance in the formation of a child's worldview; the development of his creative abilities and independence; fostering love and respect for his Homeland, people and the country of learning the language.

In general, the following principles are taken into account in extracurricular activities: the principle of linking extracurricular activities with life; the principle of communicative activity of students; the principle of taking into account the level of language readiness of students and the continuity of extracurricular activities with foreign language classes; the principle of taking into account the age characteristics of students; the principle of combining forms of collective, group and individual work; the principle of interdisciplinary communication in preparation and conducting extracurricular activities in a foreign language.

The following requirements are imposed on the content of extracurricular work: a close connection between academic and extracurricular work; the obligation of students to perform voluntarily received tasks in the relevant activities; their expediency and continuity in accordance with the specifics of extracurricular activities; mass involvement of students in various types of extracurricular activities is one of the means to enhance their impact on students [4].

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