

THE EFFICIENCY OF EXTRACURRICULAR ACTIVITIES IN SCHOOL LANGUAGE LEARNING

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Abstract: Extracurricular activities (ECA) are usually defined as learners' activities that fall outside the normal curriculum of educational institution, they supplement the regular course of classroom instruction and are sometimes organized or conducted with some participation of instructors (Campbell, 1973). In the field of applied linguistics and education, there is a general agreement to encourage extracurricular activities at school programs for language learners of different majors, because ECA help them to develop important skills, such as leadership, socializing, character training, and others.

Key words: Language teaching, culture, competence, learning, learners.

Extracurricular work on a foreign language has the big general educational and developing value. The modern school has a wide experience of carrying out of educational work on a foreign language which makes a part of uniform teaching and educational process. Extracurricular work on foreign language can be defined as system non-uniform on sense, appointment and a technique of carrying out of educational actions which fall outside the limits obligatory curriculums.

In teaching a foreign language the learners are not expected to know not only the language, but also the culture of the nation which language he or she is learning. In order to gain this aim, we suggest that teachers should carry out the extra – curricular works. Teachers are expected to build the relationship between culture and language and to explore effective ways to bring a cross – cultural element into the classroom: pupils are to be aware of the following: a way of life; a system of beliefs; a shared history or set of experiences. A culture may be synonymous with a religion, though followers of Christianity or Judaism or Islam. They may also come from different cultures. Language itself is defined by culture. We cannot be competent in the language if we do not understand the culture that has shaped and informed it. We cannot learn a foreign language if we do not have an awareness of that culture. Learners should be aware of the culture of a nation, and then they are expected to master the language

Work on foreign language solves such problems: of knowledge, habits and the abilities got at lessons foreign language; of outlook of pupils; of their creative abilities, independence, esthetic tastes; and respect for people of the native land and the country, which language is studied. account of psychology-pedagogical features of training foreign language at different levels is the important factor of successful performance of these problems. The knowledge of properties of the person of this or that age gives the chance to define correctly the maintenance and the form of extracurricular activity on foreign language. school pupils aspire to an all-around development of the person, profound mastering of knowledge. At this age the scientific outlook is formed, social activity increases, interest to problems of human mutual relations increases, hobbies become versatile, and the self-appraisal of the abilities decreases. The great value for young men gets dialogue with the contemporaries. Dialogue for them - an integral part of their life, an information channel and an activity kind in which process there is a



formation of individual style of behavior of pupils. is necessary to pay attention that in the course of the organization extracurricular work on foreign language it is necessary to consider both psychological features of the person, and psychological features of collective: level of its development, degree of organizational, psychological, intellectual and emotional unity, an orientation of activity of collective on relations between its members, an emotional condition of a class during performance of problems on extracurricular work. Knowledge of psychological features of pupils - the necessary precondition of a successful choice of corresponding forms of extracurricular work, definition of the maintenance of these forms, the organizations and carrying out of extracurricular work. The purposes and problems of educational and extracurricular work completely coincide, in the maintenance, the organization and forms of carrying out of last are observed essential Distinctions.

Extra – curricular work in foreign languages becomes more and more popular. This work is carried out both in town and village schools. Various books and articles on the subject recently published are a proof of the popularity of this work among foreign language teachers and its importance in attaining the aims and objectives set by the syllabus. However there are many schools where teachers either do not carry out extra – curricular work of this kind is not obligatory; it is just additional, therefore they may do it only if time permits. These teachers do not realize that their success in foreign language teaching depends to a great extent on what interest they can evoke in their pupils. Cooperative learning groups are typically made up of students or pupils with heterogeneous backgrounds and abilities. By working together to succeed in groups, they learn to appreciate differences in skills, aptitudes, learning styles, personalities, goals, and interest. Cooperative learning also helps learners to reach higher academic achievement levels. The best way to avoid interpersonal problems, whether in pairs or small groups, is to structure the cooperative learning activities so that the content is challenging and the pace is appropriate. Avoid monotony by planning a balance of whole – class, pair, small group, and individual activities. When you feel comfortable with your students, you are ready to experiment. This confidence may surface the first day, or it may take a few months. Variables include your own style, the school culture and the attitudes in your classroom. In caring out extra – curricular work various forms should be used to that the majority of the class is able to take part in it. The following forms of extra – curricular work are used at schools: individual, group and mass work. Individual working in teams develop a greater understanding of the variety of approaches that can be used to accomplish any given task. This understanding of diversity is an advantage that has social significance beyond the classroom. Group work includes: 1. ‘hobby’ groups that work systematically; they are: play and game sections(schools theatre), chorus sections, conversation section, reading and translation hobby groups, drama section, literature and art sections, football, basketball sections. 2. Groups for temporary activities, namely to make up an album, to make a display –stand or a bookstand with English books and booklets, to illustrate a story read, to organize a school library, etc. Mass work includes: the organization and holding TOEFL section in the foreign language; talks in that language, pleasure parties, conference, Olympiads and excursions to films in a foreign language with following discussion: dramatization of the stories; holding of guessing games; issuing wall – newspapers; making up school display – stands, making posters, etc. When the entire class is actively engaged in mass work, everyone is communicating. And mass work is easy to initiate. Without a great deal of organization, you can simply ask two learners to help each other with an exercise or assignment. As they discuss



their answers, students working as partners have immediate opportunities to give and receive feedback. For those who are uncomfortable speaking in front of a group or the entire class, mass work offers the lowest stress of all – each student is facing an audience of one. One of the most entertaining types – of mass work that wins more and more popularity among pupils is club work. The foreign language club gives an opportunity to have natural situations for communication, in the foreign language. The work of the club may contribute to international friendship among young people, as one of the main activities of the members of the club is establishing contacts with foreign friends, mainly through correspondence. Sometimes guests from foreign countries may be invited to view performances of the club, in which case direct association with foreigners is established. Club work is varied in form and content. Pupils will resent pair work if they are forced to work with the same partner all the time, especially if a personality clash exists. Be conscious of the good friends who are entertaining themselves with a little mischief. Partners who aren't participating need to see that you are holding them accountable through your grading system. And dominant overachievers can be helpful at times but they can also intimidate lower achievers. Extra –curricular work is voluntary. However, for those who wish to take part in this work it becomes obligatory. Since through extra – curricular work the teacher can raise the level of the pupils' command of the language in general, it is bad practice to draw only the best, bright pupils into the work, as some of the methodologists and teachers recommend. No marks are given to the participants for non – class activities, although the teacher keeps a careful record of the work done by each of them. The results of extra – curricular work done can be evaluated when the school holds contests, assemblies, reviews of wall – newspapers, amateur art reviews, pleasure parties, etc., in the foreign language. Since extra –curricular work is voluntary and based upon pupils' activity, initiative and creativeness. Pupils should render help to the teacher to carry out this work.

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Moreover, the students can develop some very useful skills like communication skills, leadership skills, bargaining skills and so forth. These skills help students throughout their lives in leading a successful life. One more thing that students learn from extracurricular activities is to socialize well among people. While performing such activities the students interact with a lot of people which makes them more efficient in socializing.

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