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## **ВНЕУЧЕБНАЯ ДЕЯТЕЛЬНОСТЬ ПРИ ОБУЧЕНИИ**

## **АНГЛИЙСКОМУ ЯЗЫКУ В ВУЗЕ**

## **EXTRACURRICULAR ACTIVITIES IN THE PROCESS**

## **OF LEARNING ENGLISH AT THE UNIVERSITY**

**Аннотация.** Английский язык считается в современном мире основным языком межкультурной коммуникации, поэтому его изучение в рамках внеучебной и учебной деятельности обладает рядом специфических особенностей. В данной статье рассматриваются некоторые особенности внеучебной деятельности в процессе обучения иностранному языку. В статье отмечены положительные черты внеурочной деятельности по иностранному языку – возможность её осуществления на всех ступенях образования, а также усиление мотивации и интереса обучающихся к овладению иностранным языком как средством межкультурного общения и средством познания.

**Abstract.** English is considered the main language of cross-cultural communication in the modern world, so its study in the framework of extracurricular and educational activities has a number of specific features. Some features of extracurricular activities in the process of teaching a foreign language are discussed in this article. The article highlights the positive features of extracurricular activities in a foreign language – the possibility of its

implementation at all levels of education, as well as the strengthening of students' motivation and interest in mastering a foreign language as a means of intercultural communication and knowledge.

**Ключевые слова:** образовательная деятельность, внеучебная деятельность, мотивация, иностранный язык, обучающийся, студент.

**Keywords:** educational activities, extracurricular activities, motivation, foreign language, learning, student.

It is difficult to imagine an education system without organizing extracurricular activities in schools, colleges, technical schools and universities.

Many works of domestic and foreign scholars are dedicated to extracurricular activities in the process of teaching English. Extracurricular activities in the process of learning English, as well as any other foreign language, are characterized by a number of specific features:

1. Mandatory study.
2. Communication orientation.
3. The ability of a language to be both a goal and a means of learning.
4. Sociocultural conditioning.

Isaeva O.N. ranks foreign language proficiency as a general cultural competence, which is designated as mandatory for studying in the Federal state educational standard. She introduces "the concept of foreign language professional communicative competence", which is considered as "the ability of a future University graduate to act as a secondary linguistic personality in a professionally directed situation of communication with specialists from other countries, readiness to implement intercultural professional interaction in a multicultural space in conditions of international mobility and integration" (Isaeva [5]).

The importance of language learning is reinforced by the need for constant cross-cultural interaction, which is inevitable in modern reality. Knowledge of a foreign language becomes an essential necessity in the activities of any trained specialist (Isaeva [5]).

A.Y. Schoenberg relying on the Federal state educational standard, believes that extracurricular activities, as a subtype of extracurricular activities, are mandatory when teaching a foreign language. The student is subject to less stress in extracurricular activities, and the need to get a high grade does not put pressure on him.

The communication orientation of teaching a foreign language as an activity provides for the need for communication and social interaction in the learning process. It should be emphasized that communication is necessary in a significant amount when learning a foreign language (Schoenberg [9]).

R. V. Druzhinina emphasizes the importance of extracurricular activities in the work due to the limited number of hours allocated for teaching a foreign language as part of educational activities. The researcher identifies club work as one of the most acceptable forms of extracurricular activities for students studying a foreign language, as it provides more space for free and effective communication.

Communication skills are primarily evaluated when determining the degree of success in learning a foreign language. R. V. Druzhinina, for example, uses comparative indicators of average scores of students' self-assessment of knowledge as an indicator of the success of mastering communication skills (Druzhinina [4]).

The ability of a language to be both a goal and a means of learning is explained by its nature. Many researchers: Dvorzhetskaya L. V., Alipulatova N. S., Krasnobaeva A. O., Bayrasheva R. R. and others consider the mutual influence of language and culture, and the social environment of language existence.

Krasnobaeva A. O., noting the lack of time to prepare an effective form of training, culturally oriented role-playing games, considered and studied the possibility of using this form in extracurricular activities. Using testing to check the effectiveness of the chosen form of education in relation to schoolchildren, she came to the conclusion that it is advisable to conduct culturally oriented role-playing games.

Although Krasnobaeva A. O. has carefully considered the development of socio-cultural competencies under the influence of extracurricular activities in the framework of foreign language teaching, she also noted a positive impact on the study of foreign language grammar, which further proves the presence of a specific feature found in the study of a foreign language. The language initially has a socio-cultural subtext, which automatically includes an element of inter-subject interaction. When studying a language, it is impossible not to study the history and culture of a country or countries that speak this language, so the language will in any case be both the goal and the means of learning (Krasnobaeva [6]).

L. V. Dvorzhetskaya not only considered the positive impact of using the project method in extracurricular activities on the example of the German language, but also noted the special importance of teaching languages at school, when the foundations of multicultural interaction are laid. In the process of multi-faceted multicultural education using a variety of forms of extracurricular activities, L. V. Dvorzhetskaya noted the inclusion of schoolchildren in the socio-

cultural environment. The author indicated a significant number of specific forms of activity involved in several extracurricular projects, but pointed out that they meant a narrow specialization of students (Dvorzhetskaya [3]).

Alipulatova N. S. considers extracurricular activities in teaching a foreign language in relation to all stages of school education. Based on her work, a table is organically formed that reflects the features of extracurricular activities as activities within the framework of the dialogue of cultures at each of the three stages of school education.

Table 1 – Features of extracurricular activities as activities within the framework of the dialogue of cultures at different stages of school education.

Grade level	Features of extracurricular activities
Primary school / elementary school	Explaining the social and personal significance of a foreign language
	Organization of students' communication culture
	Satisfaction with the results of extracurricular activities
Junior high school	Students' display of greater social activity
	The desire to perceive new material in a foreign language
	Interest in extracurricular tasks
	Serious attitude to extracurricular tasks
High school	The full development of personality
	Getting useful additional information
	In-depth acquisition of knowledge in a foreign language

Table 1 shows which aspects of training should be emphasized depending on the stage of training. Alipulatova N. S. considers these features, mainly in relation to the stages of teaching a foreign language, not as a process that permeates all the time of learning at school, but as a more specific process of teaching a particular student a language. However, these features should be extrapolated to the entire process of teaching a foreign language at school, which is confirmed by a number of arguments given by N. Alipulatova. S., postulating the importance of taking into account the psychophysiological characteristics of students when teaching a foreign language in extracurricular activities as activities within the framework of a dialogue of cultures (Alipulatova [1]).

Bairasheva R. R. and Reznikova S. E. bring cross-cultural and sociocultural competences to the fore. The development of these competencies is possible with intersubject integration in educational and extracurricular activities. As an example, this group of authors considers the mutual enrichment of the data of the English language and history in the extracurricular activities of the students.

It should be noted that Isayeva O. N. points to the enrichment of cultural data in the process of studying a foreign language by students.

Intersubject relationships can be of four types: factual, conceptual, theoretical, and philosophical. Some foreign researchers, such as Gillies R. M., Boyle M., Stephens N. M., Hamedani M. G., Destin M, etc. offer a wide range of forms of extracurricular activities, mainly cognitive, which can be used to integrate history data in the English language learning, including reports, crossword puzzles, quizzes, projects, etc. It is noteworthy that these authors note the complexity of integration within the educational process in comparison with extracurricular [10, 11, 12].

The peculiarity of the English language should be separately noted in comparison with the other languages. English is officially recognized as the language of international interaction by almost all countries of the world. The global nature of its study, the accumulation of a large amount of knowledge in this language, and many other reasons have led to the fact that English has become different from others.

"Due to globalization, the spread of the English language is taking place, which leads to changes in the world hierarchy of languages," says Tarabrin E. V. (Tarabrin [7; p. 32]). Moreover, there is a tendency to use a single language instead of ethnospecific minority languages, particularly within Europe. English is now officially recognized by scholars as the most popular language, it is marked as such not only in the countries where it is considered an official language or one of them, about a billion foreigners study English.

To sum up, we should make a comment about the research material in the reviewed papers. Most researchers consider English as a foreign language, which is also the subject language of this study. However, a number of features are equally inherent in English, as well as other languages, so this paragraph initially discusses the features of learning English on a par with other foreign languages.

English is considered the main language of cross-cultural communication in the modern world, so its study in the framework of extracurricular and part-time activities has a number of specific features. First, due to the prevalence of the English language and its wide use, it is possible to organize an effective learning process in such way that a student who is outside the environment of the language being studied is almost comparable to a student in the corresponding country. Second, by opening the way to more entertainment content than

other languages, English creates a stronger motivation to learn than other foreign languages.

Effective organization of the English language learning process in Russia, as in a number of other countries where English is not a native language, is associated with the demand for the language. According to E. V. Tarabrin, English is used in Russia as a universal language, and its study in schools is widespread. The popularity of English as a universal language has led to the spread of a significant number of entertainment content on the web and beyond, which is noted as a scientific fact (Tarabrin [7]). O. A. Toguzakov et al. write: "The globalization of culture is the establishment of cultural homogeneity on a worldwide scale," speaking about culture as a crucial dimension of globalization, in which English has taken the dominant position – "Cultural core of globalization is Western culture, as a language, its core is English" (Toguzakov, Ismailov [8]).

Spanish is officially recognized as the second language of international communication. Over 400 mln people in the world speak this language, and over 18 mln learn it. In order to raise interest in the Spanish language and culture teachers use various kinds of extracurricular activities, such as contests, games, dramatizations, excursions, travels, meetings, etc. All those forms of learning have communicative purposes: activation of lexical and grammatical skills on the topic under study, oral practice in Spanish; practical goals: developing creative skills and cognitive abilities, memory, intellect, thinking; educational aims: improvement of group interaction skills, mutual help and responsibility. A wide variety of pedagogical tools and teaching methodology applied in extracurricular activities allows a teacher to make the process of studying a foreign language more interesting and increase motivation for learning a foreign language.

What has been said above determines the peculiarity of learning English specifically in extracurricular activities: English is most in demand in extracurricular activities among other languages, and therefore has a richer set of tools suitable for self-study. Motivation for learning English in extracurricular activities is higher than for teaching other foreign languages.

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