

UDK 372.881.111.1

DOI <https://doi.org/10.24919/2308-4863.2/33.215884>**Marina NETREBA,***orcid.org/0000-0002-1431-3951**Candidate of Philological Sciences,**Associate Professor at the Department of Pedagogy and Education**Mariupol State University**(Mariupol, Donetsk region, Ukraine) netrebamarina1@gmail.com***Irina KHADZHINOVA,***orcid.org/0000-0002-4059-4822**Assistant at the Department of Pedagogy and Education**Mariupol State University**(Mariupol, Donetsk region, Ukraine) irinaxad1808@gmail.com*

## ORGANIZATION OF EXTRACURRICULAR WORK IN ENGLISH LANGUAGE LEARNING IN PRIMARY SCHOOL

*The problem of organization of extracurricular work in English language learning in primary school is discussed in the article. Reformation processes in education in Ukraine set a task for a graduate of general secondary education institution to form ten key competencies, including foreign language communicative competence, which includes the ability to use a foreign language at the appropriate level for communication in everyday life, professional activities, self-education and self-development. The purpose of the study is to reveal the importance of extracurricular work in English language learning in primary school and the theoretical justification for the use of dramatization and language camps to increase pupils' motivation to learn English. A characteristic feature of these forms of extracurricular activities is immersion in the culture of the country which language is studied, the ability to choose material that is interesting and relevant to pupils, the opportunity to express themselves. These forms of work make it possible to create a comfortable psychological climate for the use of English language.*

*The psychological and pedagogical features of primary school pupils, which must be taken into consideration in the preparation of extracurricular activities, are described in the article. Basic principles of extracurricular work in English language learning are considered: taking into account the level of pupils' language training and continuity with lessons, taking into account age characteristics of pupils, combination of mass, group and individual forms of work, principle of interdisciplinary connections, pupils' communicative activity and the principle of connection with life. Forms of organization of extracurricular activities are considered: mass, group and individual. The advantages of using drama clubs and language camps are listed. Examples of works that can be used in extracurricular work in English language learning are given.*

**Key words:** *extracurricular work, dramatization, language camp, foreign-language communicative competency.*

**Марина НЕТРЕБА,***orcid.org/0000-0002-1431-3951**кандидат філологічних наук,**доцент кафедри педагогіки та освіти**Маріупольського державного університету**(Маріуполь, Донецька область, Україна) netrebamarina1@gmail.com***Ірина ХАДЖИНОВА,***orcid.org/0000-0002-4059-4822**асистент кафедри педагогіки та освіти**Маріупольського державного університету**(Маріуполь, Донецька область, Україна) irinaxad1808@gmail.com*

## ОРГАНІЗАЦІЯ ПОЗАКЛАСНОЇ РОБОТИ З АНГЛІЙСЬКОЇ МОВИ В ПОЧАТКОВІЙ ШКОЛІ

*У статті розглядається проблема організації позакласної роботи з англійської мови в початковій школі. Реформаційні процеси в освіті України ставлять перед випускником закладу загальної середньої освіти завдання сформувати десять ключових компетентностей, серед яких є інішомовна комунікативна компетентність, що*

*передбачає спроможність використовувати іноземну мову на належному рівні для спілкування в повсякденному житті, у професійній діяльності, для самоосвіти й саморозвитку. Мета дослідження полягає в розкритті важливості позакласної роботи з англійської мови в початковій школі та теоретичному обґрунтуванні застосування драматизації й мовних таборів для підвищення мотивації учнів до вивчення англійської мови. Характерною рисою наведених форм організації позакласної роботи є занурення в культуру країни, мова якої вивчається, можливість обирати матеріал, який є цікавим та актуальним для учнів, можливість проявити себе. Наведені форми роботи дають змогу створити комфортний психологічний клімат для використання англійської мови.*

*Охарактеризовано психолого-педагогічні особливості учнів початкових класів, які потрібно враховувати під час підготовки позакласного заходу. Розглянуто принципи, на яких базується позакласна робота з англійської мови: урахування рівня мовної підготовки учнів і наступності з уроками, урахування вікових особливостей учнів, поєднання масових, групових та індивідуальних форм роботи, принцип міжпредметних зв'язків, комунікативної активності учнів і принцип зв'язку із життям. Розглянуто форми організації позакласної роботи: масову, групову та індивідуальну. Перелічено переваги використання драматичних кружків і мовних таборів. Надано приклади робіт, які можуть бути використанні в позакласній роботі з англійської мови.*

**Ключові слова:** позакласна робота, драматизація, мовний табір, ініціативна комунікативна компетентність.

**Formulation of the problem.** In the processes of informatization and globalization learning foreign languages becomes an important component of personal development. The reform processes that take place in the education system in Ukraine are aimed at ensuring the competitiveness of Ukrainians in the labor market. Knowledge of foreign languages at a sufficient for communication level and professional activity will ensure the achievement of this goal.

Nowadays, great importance is attached to the competency-based approach in education. A graduate of a general secondary education institution has to form ten basic competencies, including foreign language communicative competence. The importance of extracurricular work in English language learning is explained, on the one hand, by the insufficient number of classroom hours for learning a foreign language, on the other hand, by the need to maintain pupils' interest to learn a foreign language. The problem of improving the quality of extracurricular activities as a means of additional language education for pupils has always been relevant. Many scientific works are devoted to various aspects of extracurricular work in English, which reveal content, methods, tasks, purpose and principles. All these determine the relevance of this investigation.

**Research analysis.** A review of the methodological literature has shown that the problem of organization of extracurricular work in a foreign language is an object of interest for many scientists. Various aspects of the problem of organizing and conducting extracurricular activities are emphasized by the researchers. I. Bekh, A. Kapska, I. Martyniuk, G. Pustovit, and P. Shcherban considered the issue of the content and directions of extracurricular activities at school. Scientist V. Sherstinikina emphasizes the important role of extracurricular activities in increasing the motivation for learning a foreign language by pupils. In the works of L. Yakushina the attention is

paid to the specifics of extracurricular work and its connections with the educational process. Extracurricular work in the system of education of adolescents has been studied in the works of A. Yenin.

**The purpose of the article.** The aim of our investigation is to reveal the importance of extracurricular work in the process of learning a foreign language; theoretically substantiate the principles of application of dramatization and language camps in order to increase pupils' motivation in learning English language.

**The presentation of the material.** Extracurricular work is an integral part of the educational work of the school and is one of the forms of organizing the pupils' leisure time, as well as a set of various types of activities, which has positive influence on pupils and is an independent sphere of the educational work of the teacher, which is carried out in connection with work at the lesson (Grypych, Sloboda, Kovalchuk, 2014: 3).

Extracurricular activities 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).

Extracurricular work in a foreign language promotes the development of independent thinking, the development of techniques of co-creation and intellectual tension, involves children's experimentation, games, flexible and harmonious combination of individual, group and collective activities, which may be independent or pedagogically oriented.

One of the features of extracurricular work as a pedagogical process is that the pupil is not afraid to get an unsatisfactory grade, can freely express his thoughts. Based on the uniqueness and originality of each child, teachers may develop already acquired knowledge and turn it into a social experience.

In extracurricular work pupils may act as leaders in organizing and directing these activities. They can choose the activity they think most interesting and useful for their particular group. They can choose topics to discuss, videos to watch, books to read and holidays to celebrate. It offers them a chance to practice and develop their organizational and management skills.

Extracurricular work in a foreign language solves the following tasks: improving knowledge, skills and abilities which have been acquired in lessons; expanding pupils' worldview; development of their creative abilities, independence, aesthetic tastes; development of love and respect for the people of their homeland and the country whose language is being studied.

There are 3 main forms of organization in extracurricular work: mass, group and individual. Mass form of work covers an unstable number of pupils that is changed depending on the aim of the event. It may be conferences, competitions, foreign language week at school, issue of a weekly newspaper, etc. Individual extracurricular work is not structural and is conducted with individual pupils. Its main task is to identify the individual abilities of children. It includes preparation of reports, study of poems and songs. Group forms include a club and a group. In contrast to the club, in the group are a limited number of participants with the same interests.

Choosing a form of extracurricular work in primary school teacher should take into consideration the psychological and pedagogical characteristics of pupils of 1-4 grades. They are weakly focused on what they are teaching, but can get information from everything that is happening around. Children strive for a specific, short-term activity and an instant result. They are interested in games, especially role-playing. Children at this age are characterized by imbalance, incontinence, mobility, often uncontrollability, stubbornness, negativism, especially in the afternoon, which is connected with a high degree of fatigue. But, nevertheless, they are open-minded for new activities and information.

Considering all of the above characteristics preparing extracurricular activities teacher should use such principles:

1. The principle of taking into consideration the level of pupils' language readiness and consistency with foreign language lessons. It means usage of opportunities which were created at the previous stage of learning a foreign language. Also, observation of pupils' language activities in class allows for its correction in extracurricular activities.

2. The principle of taking into consideration the age characteristics of pupils. Selection of content,

forms and methods of work in accordance with the stage of learning a foreign language and psychophysiological characteristics of pupils is played a significant role in the organization of extracurricular activities.

3. The principle of combining collective, group and individual forms of work. It is known that collective forms of work, regardless of the age of pupils, affect the formation of personality and development of the team in general.

4. The principle of interdisciplinary links in the process of preparation and conducting of extracurricular activities in a foreign language. According to this principle, extracurricular activities should not be conducted in isolation, but in close connection with other subjects. To increase pupils' interest and to improve the quality of extracurricular activities it is advisable to use interesting materials from literature, music, painting, history, geography, etc.

5. The principle of connection with life. The implementation of this principle is achieved under the condition of close connection of extracurricular activities with the living activities of pupils.

6. The principle of communicative activity is ensured by the selection of language material that is of the greatest personal importance to pupils, the creation of conditions that bring pupils closer to communication in nature, the usage of audiovisual and visual aids, and the possibility of their emotional and intellectual self-affirmation (Bronetko, 2015).

The researcher V. Shepeleva identifies such principles of extracurricular work in a foreign language as: voluntariness and mass character, consideration and development of individual characteristics and interests of pupils, connection of extracurricular work with lessons (Shepeleva, 1991).

The scientist S. Savina adds such principles as: complexity, enthusiasm and development of initiative, principles of consistency, personal individualization, and novelty (Savina, 1991).

In our work, we will consider such forms of organization of extracurricular work as dramatization and language camp.

The first direction of extracurricular work is drama club. Drama bridges the gap between course-book dialogues and natural usage, and can also help to bridge a similar gap between the classroom and real-life situations by providing insights into how to handle tricky situations. Drama strengthens the bond between thought and expression in language, provides practice of supra-segmentals and para language, and offers good listening practice. Even after years of English teaching, the learners do not gain the confidence of using the language in and outside the class (Davies, 1990:96).

Dramatization is an effective way to engage students in the culture of the country which language is being studied. This is an effective and convenient way to interest pupils in learning a foreign language. Dramatization is an effective means of forming speaking skills of schoolchildren, which is aimed at the formation of foreign language communicative competence (Kovalyshyna, 2014:65).

Dramatization has the following advantages:

1. pupils' vocabulary is enriched and activated; they learn new vocabulary and expressions in the appropriate context and environment;
2. gaps in grammatical structures are eliminated;
3. new grammatical material is mastered in a communicative way;
4. pronunciation and intonation are corrected, phonemic hearing is formed;
5. listening skills are improved by immersion in the language environment;
6. all types of language activity are developed;
7. language competence is increased;
8. pupils have the opportunity to control their own learning;
9. a comfortable atmosphere for learning a foreign language is created in the process of working;
10. dramatization helps students form a better understanding of foreign language culture;
11. both verbal and non-verbal aspects of communication are integrated, the balance between physical and intellectual aspects of learning is restored (Maley, Duff, 2005; Kovalyshyna, 2014).

The usage of dramatization elements or the preparation of a real performance allows the teacher to immerse pupils in the culture of the country which language is being studied. Staging scenes from national fairy tales introduces children to the national mentality and famous heroes. The usage of well-known literary works builds a strong interest among pupils for further acquaintance with the literary works of other countries. These can be well-known and beloved by everyone fairy tales "The Three Little Pigs", "Tom Thumb", "Robin Hood", etc.

The second direction of extracurricular work is language camp. Language camps are designed to encourage pupils use in practice the language skills which were acquired during the school year. In these camps children have the opportunity to communicate in foreign languages and apply their knowledge in various forms of activities: games and concerts, sports competitions, theater performances, etc. In this case, the pupils' knowledge will not be assessed as in school, they will perceive learning as a game. Main feature of the language camp is the learning style with an emphasis on conducting practical classes (Nikolaeva, 2013: 12).

The purpose of organizing language camps is to create an appropriate language environment and conditions to encourage pupils to learn foreign languages. Tasks of language camps:

- increase the level of foreign language proficiency of pupils, to interest children, to promote independent training of students at home, to start a fashion for learning foreign languages in Ukraine, to draw public attention to this topic;
- help pupils obtain necessary language skills and overcome the language barrier;
- improve the pupils' oral speech;
- combine learning with exciting recreation;
- create motivation for further improvement of English languages (Gorobchenko, 2016: 111).

English camps offer an effective way to learn a language. At a camp pupils use language all the time, because it is a main rule of staying there. In many language camps the immersion method is practiced. Teaching is conducted in whole or in part in a foreign language. In this case, the camp participant uses language every day. Despite the emerging difficulties in the transmission or perception of information, the situation itself allows pupils to avoid communicative failure.

All entertaining activities and creative workshops should include teaching a foreign language. Thus, camp participants will master the basic vocabulary related to various aspects of daily communication. During the camp, classes should be held regularly, alternating with recreational cultural events. They must correspond to the age characteristics of the pupils, their level of knowledge of a foreign language. Taking into account the curriculum, the camp classes help children study the material deeper, aimed at improving existing skills, as well as developing new ones.

Language camps are not only educational but they are also making learning process interesting. Programs are filled with adventures, sports, games, and workshops. Teachers can determine in advance the main topic of the language camp. These can be weeks devoted to acquaintance with the history, culture, cuisine, music, cinema of English-speaking countries. At the same time pupils may themselves search for the information they are interested in, prepare projects and presentations, and make a translation of fairy tales and stories.

**Conclusions.** Thus, extracurricular work in a foreign language is an important component of the formation of pupils' foreign language communicative competence. Using language outside the classroom increases pupils' motivation to learn the language and relieves tension between them. In modern condi-

tions a drama club or language camp may be used as a means of improving the level of foreign language proficiency. In our work principles and forms of extracurricular work were characterized; advantages of dramatization and tasks of language club were described; main age characteristics of primary school pupils were considered to take them into account

when preparing a work plan for an extracurricular activity.

The results of the study do not cover all aspects of this problem. The perspective of our investigation is the creation of work plans of the drama club and language camp lessons with all the accompanying materials and tools.

#### BIBLIOGRAPHY

1. Бабцева Н. В. Позакласна робота як умова формування ключових компетенцій учнів. *Німецька мова в школі*. 2009. № 10. С. 13–14.
2. Бронетко І. А. Формування англосовієтської лінгвосціологічної компетенції учнів старших класів загальноосвітніх шкіл. *Наукові записки Тернопільського національного педагогічного університету імені Володимира Гнатюка. Серія «Педагогіка»*. Тернопіль, 2015. № 3. С. 66–72.
3. Горобченко Н. В. Організація позакласної роботи як одна з умов успішного оволодіння іноземною мовою. *Збірник наукових праць Херсонського державного університету. Серія «Педагогічні науки»*. Херсон, 2016. Вип. 74 (1). С. 110–114. URL: [http://nbuv.gov.ua/UJRN/znppn\\_2016\\_74\(1\)\\_24](http://nbuv.gov.ua/UJRN/znppn_2016_74(1)_24) (дата звернення: 14.09.2020).
4. Ковалишина С. Гра-драматизація як форма позакласної роботи з англійської мови. *Рідна школа*. 2014. № 10. С. 64–68.
5. Ніколаєва С. Ю. Методика навчання іноземних мов і культур: теорія і практика : підручник для студ. класичних, педагогічних і лінгвістичних університетів / за заг. ред. С. Ю. Ніколаєвої. Київ : Ленвіт, 2013. 590 с.
6. Організація позакласної роботи в сучасному навчальному закладі як інновація в освітньому просторі: реком. список л-ри / уклад. : С. Н. Грипич, О. В. Слобода, Л. В. Ковальчук. Рівне : РДГУ, 2014. 15 с.
7. Савина С.Н. Внеклассная работа по иностранным языкам в средней школе. Москва : Просвещение, 1991. 160 с.
8. Шепелева В. И. Принципы организации внеклассной работы. Москва : Высшая школа, 1991. 117 с.
9. Kempe A., Holroyd J. *Speaking, Listening and Drama*. London: David Fulton, 2004.
10. Maley A., Duff A. *Drama Techniques: A resource book of communication activities for language teachers* Cambridge. Cambridge, University Press. 2005. 234 p.

#### REFERENCES

1. Babtseva N.V. Pozaklasna robota yak umova formuvannya kluchovykh kompetentsii [Extracurricular work as a condition for the formation of key competencies of students.] *German language at school*. 2009. № 10. С. 13–14 [in Ukrainian].
2. Bronetko I.A. Formuvanya anglomovnoyi lingvosotsiokulturnoyi kompetentsiyi uchniv starshykh klasiv zahalnoosvitnikh shkil [Formation of English-language linguistic and socio-cultural competence of high school students] *Scientific notes of Ternopil National Pedagogical University named after Volodymyr Hnatyuk. Series: Pedagogy*. Ternopil, 2015. № 3. С. 66–72 [in Ukrainian].
3. Gorobchenko N. V. Organizatsiya pozaklasnoyi roboty yak odna z umov uspishnogo ovolodinnya inozemnoyu movoyu. [Organization of extracurricular activities as one of the conditions for successful mastery of a foreign language] *Collection of scientific works of Kherson State University. Pedagogical sciences*. Kherson. 2016. Вип. 74 (1). С. 110–114. URL: [http://nbuv.gov.ua/UJRN/znppn\\_2016\\_74\(1\)\\_24](http://nbuv.gov.ua/UJRN/znppn_2016_74(1)_24) [in Ukrainian].
4. Kovalyshyna S. Gra-dramatizatsia yak forma pozaklasnoyi roboty z angliys'koyi movy [Dramatization game as a form of extracurricular work in English]. *Ridna shkola*. № 10. 2014. С. 64–68 [in Ukrainian].
5. Nikolaieva S.Yu. Metodyka navchannya inozemnykh mov i kul'tur: teoriya i praktyka: pidruchnyk dlya studentiv klasychnykh, pedagogichnykh i lingvistychnykh universytetiv [Methods of teaching foreign languages and cultures: theory and practice: a textbook for students of classical, pedagogical and linguistic universities] / for general ed. S. Yu. Nikolaeva. Kyiv: Lenvit, 2013. 590 c. [in Ukrainian].
6. Organizatsiya pozaklasnoyi roboty v suchasnomu navchal'nomu zakladi yak innovatyka v osvitu'omu prostori [Organization of extracurricular activities in a modern educational institution as an innovation in the educational space]: reком. list of literature / ed: S.N. Gripich, O.V Sloboda, L.V. Kovalchuk. Rivne:RDGU, 2014. 15 c. [in Ukrainian].
7. Savina S.N. Vneklassnaya rabota po inostrannym yazykam v sredney shkole. [Extracurricular work on foreign languages in high school]. Moskva: Prosveshcheniye, 1991. 160 c. [in Russian].
8. Шепелева В.И. Printsipy organizatsii vneklassnoy roboty. [The principles of organizing extracurricular activities]. Moskva: Vysshaya shkola, 1991. 117 c. [in Russian].
9. Kempe A., Holroyd J. *Speaking, Listening and Drama*. London: David Fulton, 2004.
10. Maley A., Duff A. *Drama Techniques: A resource book of communication activities for language teachers* Cambridge. Cambridge, University Press. 2005. 234 p.