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УЛУЧШЕНИЕ РАЗГОВОРНЫХ НАВЫКОВ АНГЛИЙСКОГО ЯЗЫКА УЧАЩИХСЯ ЧЕРЕЗ ВНЕКЛАССНУЮ РАБОТУ

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Аннотация. В статье обсуждаются виды и формы внеклассной работы, которые способствуют улучшению разговорных навыков учащихся. Автор описывает формы и виды внеклассной работы. Внеклассная работа делится на три группы: массовая форма, групповая форма и индивидуальная. К массовым формам относятся: вечера, утренники, конкурсы, КВН. К групповым формам относят: кружки устной речи, драматический, страноведческий, литературно – переводческий, внеклассного чтения. Индивидуальные формы – это заучивание наизусть отрывков прозы и стихов, разучивание песен, составление заметок, работа над ролью. Также описаны цели внеклассной работы по иностранному языку. Целями являются: расширение и углубление знаний, умений и навыков в овладении иноязычной коммуникативной деятельностью; стимулирование интереса учащихся к изучению предмета; всестороннее развитие личности, включая интеллектуальную, эмоционально-волевою и духовно-нравственную сферы

Ключевые слова: внеклассная работа, массовые формы, групповые формы, индивидуальные формы, мотивация, эмоциональное

IMPROVING LEARNERS' COMMUNICATION SKILLS THROUGH ENGLISH EXTRACURRICULAR ACTIVITIES

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Abstract. This article discusses the types of extracurricular activities which help the learners to improve communication skills. The author describes the groups of Extracurricular Activities. The Extracurricular Activities subdivided into 3 groups: mass events (evenings, morning performances, competitions, KVN); group forms (oral speech, drama, regional geographic, literary – translational, home reading); the individual form (learning by heart fragments of prose and verses, learning of songs,

drawing up of notes, work on a role). The aims of Extracurricular activities in schools are described. The aims are: deepening and strengthening the knowledge and skills obtained in a foreign language class; widening the world view of students; increasing students' motivation to study foreign languages; developing students' personalities, including their social, emotional and intellectual spheres.

Key words: *extra-curricular, mass events, group forms, the individual form, motivation, emotional*

Extracurricular activities are popular in schools in our country. The great deal of extracurricular activities is partly connected with the goal of bringing up hard working pupils with good social and communicative skills as well as with high professional abilities [3, 156]. The main purpose of extracurricular activities in schools are to provide students with opportunities to use and share the skills they obtained in class in an informal way, outside of class, in the process of socializing with other students [3, 157]. Students participate in different clubs, are involved in student newspapers, student theatres, took part in competitions and parties. It is impossible to cover these tasks during the class time, and extracurricular activities organized for students provide opportunities to accomplish the curricular goals. The role of extra-curricular activities in second language teaching is reinforced by the requirements of communicative competence [2, p.5-26] – the ability to communicate, which includes grammatical competence, sociolinguistic competence and strategic competence. Several classifications of Extracurricular activities were introduced in by Shepeleva [6,115] and Kalechits [4,220]. They divided Extracurricular Activities into 4 types: competitions, mass media (school newspapers, radio, etc.), cultural (holiday celebrations and any other cultural events, trips to museums and galleries, etc.) and political (debates, focus groups, discussions. M. Andreeva [3,168] subdivides all the Extracurricular Activities into 3 groups:

1. Mass events
2. Group forms
3. Individual work

The aims of Extracurricular activities in schools are:

1. Deepening and strengthening the knowledge and skills obtained in a foreign language class;
2. Widening the world view of students;
3. Increasing students' motivation to study foreign languages;
4. Developing students' personalities, including their social, emotional and intellectual spheres.

Types of extra- curricular activity

1.Language circles

Organization and methodology of the language circles work.

The importance of the language circles at school has greatly increased lately. In modern conditions the circle work is planned and used for the learners' speech skills and habits reinforcement.

The language circle prepares the students for the whole school and class extra-curricular activities, promotes their independent self-development and extends their background knowledge.

The circle hours are not limited by the form curriculum they give every teacher vast opportunity for applying new methods and teaching approaches before using them in class. During circles' hours a teacher can check the efficacy of the new techniques and educational importance of the certain language material or its influence on the learner's personality formation.

The circle work content is close to the language classes but doesn't imitate it. They often play the connecting role between the classes and various extra-curricular activity. The choice of the circle structure is coursed by the learners' flagged interest after the hard school day, that's why they need relaxation, to switch their attention over to another subject and work structure.

The experience proves that the circles can be founded on the permanent and temporary basis.

Thus, the circle can unite learners of various ages for organization of the certain concert, party or festival. It can be stopped after achieving a certain goal.

The circle stuff can unite children, or they same age or different ages if is needed. For example, while preparing drama or concerts on the target language certain learners are involved in the activity according to their abilities and language level.

One of the most popular types, where learners are involved into various activities –games, drama, singing, reading, issuing wall newspapers and bulletins.

The efficacy of this circle type, its important place in the language teaching is doubtless. There are certain requirements which exist for each circle type:

1)educational and developing character of the used materials, their practical value;

2)involvement of learners mental abilities in solving practical language goals;

such as active research, guessing work; readiness to fulfil all the teacher's commands and instructions;

3)applying to students' emotions (success of the fulfilled task, cognitive and psychological achievements, readiness to solve any task and to bring the begun activity to conclusion; etc.

4)creative approach to planning and task realizations absence of monotones in work;

5)logical thematic connection between the circles' hours, the bilateral mutual relations between circle hours and school classes.

Though the learners participation in the circle activity is voluntarily, the teacher should manage to organize a definite number of learners who willingly and with pleasure attend them. The circles function regularly – once a week, according to the school time –table and can be held in the gardens, gymnasiums, museums and libraries – according to their theme. There are various kinds of circles, dramatic and musical inclusive.

It is desirable that the form of the circle activity should differ from that of the school class. They can be held in the forms of the conferences, contests, excursions, role playing.

The main goal of this activity is to develop and stimulate students' communicative speech skills by creating natural speech situations.

2. Learners' communicative –creative skills reinforcement through the circles' work.

Learners' conscious and purposeful reinforcement of their communicative skills is the most important circle work goal, so all kinds of learners' communicative activity can be reinforced and perfected during the circles.

Auding and speaking

Auding and speaking are mutually connected speaking activities.

Auding is technically the most difficult one and is based on the learner's language level and ability to percept orally the information presented by the teacher. That's why to make their comprehension easier the illustrations and various props should be used. One of the most effective ways of providing learners comprehension is the teacher's dialogue with a puppet, which can be transformed into dramatization of the learners well-known fairy –tale through organizing puppet theatres based on them.

Individual tasks are recommended by the scholars to reinforce learner's auding – comprehension skills.Certain contests and various activities are organized for the individuals to reveal their personal participation in any of them

With the growth of the learners' vocabulary it is recommended to select and adapt interesting for them texts with the number of lexical units from 50 to 250, taking into account learners' age and language level peculiarities.

The following goals should be achieved by auding -comprehension activity:

- 1) Forming students' auditive skills and habits;
- 2) Discussion of the information heard;
- 3) Learners' independent talks based on the gained information. Its models and structures in the form of dialogues or descriptions etc.

The following activities can be used for auditive skills formation.

- 1) To check the learners' comprehension and to let them make up the text ending;
- 2) to listen to the text and to guess the characters' names;
- 3) to place the sentences in correct order according to the text etc.

The main thing which should be observed –the tasks should be more creative and differ from those used in class.

It goes without saying that the tasks must be more complicated and difficult from form to form.

Reading

Reading skills are difficult to overestimate because students' reading skills reinforcement is one of the most important goals of mastering a target language as it provides learners' further mental psychological and intellectual development.

Reading can be widely practised during the circles especially at the primary stage. It can serve as additional means for training students in this very difficult communicative activity. Various types of reading can be used for achieving this objective:

- 1) reading aloud in unison after the teacher;
- 2) silent reading;
- 3) searching reading;
- 4) reading in pairs and groups, etc.

At the advanced level the reading tasks become more complicated and diverse.

The text content should be interesting and not very difficult for learners' comprehension. For this reason the instructions for dictionary usage can be presented and practiced.

The advanced learners must be taught to use reading in the target language for gaining necessary information from various sources, the internet, inclusive. Extending their background knowledge will increase their motivation for further mastering the target language.

The circles give the teacher vast opportunities to make reading fun through organization various contents on the text comprehension and Victorinas on the independently gained information.

Such approach to teaching reading provides solving many problems connected with learners' out-of-class activity and usage of the gained information in their work in class.

3. Drama and Role playing.

Dramatization at the initial stage may be used in the form of role playing, during which the students must follow a certain structure, presented by the teacher:

This activity can be started with dramatization of the dialogues, text extracts, fairy tales, etc.

This activity is very beneficial as it is proceeded by practical phonetic exercises, which provide reinforcement of proper learner' sound pronunciation and proper intonation. Drama is for the greatest part of the learners' continuation of their children's games and doesn't course any difficulty in natural accepting them.

Role distribution and individual work with every participant is also rather favorable for establishing closer contacts between a learner and a teacher, which is really very useful for their further learning in class.

Drama circle involves students of different ages according to the needs of the play dramatized.

The role of drama out-of-class is difficult to overestimate as it makes the learners:

- 1) more diligent in mastering the target language; reinforces their phonetic and acting skills;
- 2) more natural and creative in performing this or that character;
- 3) forget their psychological problems;
- 4) helps communicate and work together with the rest of the participants;
- 5) be more interested in the theatre world.

Using Drama with Children

According to the Late John Haycraft [1, P. 89-92], English Teaching Theatre (ETT) "...makes students aware that English is not just words, structures and idioms, but it is a lively, dramatic and versatile means of communication. It emphasizes too, that learning and teaching can and should be pleasurable".

4. Language clubs

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.

Numerous pupils of the school take part in the club work.

They work in different sections. For example 'Drama club', 'English club' etc. And they organize final concerts to report on their activity. There they have a great opportunity to improve their speaking, and listening skills. In that clubs they can speak on different themes. To organize both class and extra-curricular activities of pupils properly it is necessary to have a special place for the foreign language study. The classroom must be decorated with portraits of writers, poets, artists, composers, and other outstanding people of the target countries whose language the pupils study. Decorations should be regularly changed, otherwise pupils get used to them and no don't notice them any longer. Besides, changing decorations will help teachers to mark current events in life (e. g centenary of some writer, scientist, or the visit of a prominent government leader to our country). The room must be equipped with modern technical aids, such as a CD-player, power point projector film strip projector, a film projector, computer, the Internet, etc. and inter active board. Using these aids make lesson interesting for each pupil.

5. Periodical forms of out-of-class work on a foreign language

There exist certain periodical events held in the foreign language at school:

- song or poetry recital contests;
- parties or socials;
- theatre performances;
- matinees or concerts for the junior stage

Matinee, Evenings, Concerts

Matinee-it, as a rule, actions for 6-7forms' pupils to be held in the morning in the afternoon or even during the classes. The subjects of morning performances reflect psychological features and level of language readiness of pupils of this age: «the Children's poetry of the country of studied language», «Cheerful round dances», «the Meeting with favourite literary heroes», «On a visit at the storyteller», «On a visit at our friends», «Songs and games of children of the country of studied language», and the river On morning performances pupils execute «the Cheerful alphabet» and listen to songs and verses in studied language, study round dances and favourite games of children of the country of studied language, participate in performances competitions, get acquainted with a life of their contemporaries abroad, history of occurrence of the children's organizations in the country of studied language and their activity.

Matinee-is a beautiful cheerful children's holiday which is prepared during the circle and after class time Junior learners' participation in this activity motivates their language learning and leaves a deep imprint in their memories by an interesting content, bright costumes, joyful atmosphere.

Evenings. Evenings in a foreign language is organized for pupils of 5-11 forms. Most widespread of them: 1) thematic evenings; 2) evenings of interesting meetings, questions and answers; 3) accounting evenings of circles and sections of clubs of a foreign language and CIF, and also the evenings devoted to the summing up a program theme study.

The structure of evening is defined by its subjects and a stage of studying of a foreign language. So, in 7-8 forms the evenings which program provides the small message of the leader or the teacher in Russian or in studied language and amateur performances concert prevail. On these evenings it is recommended to spend viewing of slides and the films promoting deeper disclosing their subjects. As well as in time the carrying out of morning performances which are present at evening participate in quizzes and competitions, collective learning of songs of verses, games and round dances.

In preparation and carrying out of evenings on a foreign language the regional geographic subjects have special value. In half-cooking and carrying out of evening about the country of studied language there is a real possibility to unite effort of all pupils, collective.

Contests. Carrying out in out-of-class work of various and substantial contests helps the teacher to make active repetition the before acquired material, to retent the skills got by pupils, to make subject studying more attractive.

Contests are held as independent activity or join the social program, matinee, or conference.

Savina [5, 151-154] conventionally divides them in two groups:

1) language contest for the purpose of revealing of degree of the subject development;

2) creative competitions for the purpose of development of amateur performances of pupils in studied language

Among language contests the most popular are the best n in vocabulary and grammar, on the best understanding of the read text heard silt, on the best letter to the friend, the best message on a theme etc.

Creative – on the best literary translation, on the best performance or dramatization, expressive recitation and fragments from prose, execution of songs in studied language etc.

For the purpose of increase of interest to foreign language studying at many schools spend annual public review of knowledge in a subject. The review program

includes competitions on the best class wall newspaper in studied language, the best a student's writing-book and the dictionary, various contests.

Pupils can participate in KVN contests, both with identical, and with various language preparation. This program includes the entertaining tasks which performance promotes reinforcement of the language skills received both in class and out of it

Conclusions

Thus, out-of-class work has various types and forms:

- mass forms (evenings, morning performances, competitions, KVN);
- group forms (oral speech, drama, regional geographic, literary – translational, home reading);
- the individual form (learning by heart fragments of prose and verses, learning of songs, drawing up of notes, work on a role).

To achieve the objective, while its organization various kinds and forms should be used. All types of out-of-class work in a foreign language are directed to the increase of interest and pupils' informative activity, and on optional employment of stronger skills of independent work, than it is provided by the compulsory program.

The purpose of extra-curricular activity is reinforcement of all communicative skills (auding, reading, speaking and writing). Out-of-class work differs from educational by its voluntary character of participation of pupils participations lack of strict schedule, place and form of conducting. Each type of out-of-class activity promotes learners' certain language skills: drama-phonetic, artistic, communicative and so on;

Musical circles – musical, vocal, aesthetic skills;

Newspapers reinforce students creative writing, aesthetic skills.

Thus, we can see besides language communicative skills out-of-class activities provide students' all around personality development enlarges their background knowledge and teaches them to be a worthy member of the class community.

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