



«ԻՆՏԵՐԱԿՏԻՎ ԿՐԹՈՒԹՅԱՆ ԶԱՐԳԱՑՈՒՄ»
ՀԻՄՆԱԴՐԱՄ



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Օտար լեզուն պատկանում է ակադեմիական առարկաների հատուկ խմբին, որը զբաղվում է տեղեկատվության ստացման և փոխանցման միջոցով

ուսուցմամբ: Անգլերենը ոչ միայն ակադեմիական առարկա է, այլ նաև դպրոցականներին կրթելու միջոց՝ հասկանալու համար այս լեզվով խոսող այլ ժողովուրդների մշակույթը: Արտադասարանային գործունեությունը նույնպես կարևոր դեր է խաղում հանրակրթական դպրոցներում անգլերենի ուսուցման գործում: Արտադասարանային աշխատանքը ուսուցչի կողմից դպրոցական ժամերից դուրս աշակերտների տարբեր տեսակի գործունեության կազմակերպումն է՝ երեխայի անհատականության սոցիալականացման համար անհրաժեշտ պայմաններ ապահովելով:

Արտադասարանական գործունեությունը խիստ արդիական է: Այն նպաստում է ուսուցչիչների և սովորողների, դասընկերների մերձեցմանը, խորացնում և ընդլայնում է սովորողների գիտելիքները, նրանց մտահորիզոնը, զարգացնում է հետաքրքրությունը հետագա լեզուների ուսուցման նկատմամբ: Արտադպրոցական գործունեությունը նպաստում է ոչ միայն օտար լեզվի տիրապետմանը, այլ և պատմության, աշխարհագրության, գրականության, երաժշտության և ժամանակակից բազմաթիվ այլ գիտությունների՝ շնորհիվ իր բազմակողմանի կողմնորոշման:

Սույն հետազոտության **առարկան** հանրակրթական դպրոցներում անգլերեն լեզվով արտադասարանական գործունեությունն է:

Հետազոտության **արդիականությունը** բացատրվում է նրանով, որ ժամանակակից տեխնոլոգիաների արագ զարգացող իրականության մեջ պարտադիր է դարձել

դպրոցականների տարատեսակ արտադասարանական աշխատանքներ կատարելու անհրաժեշտությոնը:

Հետազոտության **նորոչյթը** բացահայտվում է դպրոցում իրականացվող տարաբնույթ արտադասարանական միջոցառումների կիրառման մեջ:

Սույն հետազոտական աշխատանքի **նպատակն** է բացահայտել արտադպրոցական գործունեության դերը անգլերեն լեզվում, դրատեսակներն ու ձևերը, որոնք նպաստում են օտար լեզու սովորելու նկատմամբ հետաքրքրություն սերմանելուն:

Նպատակին հասնելու համար մենք սահմանել ենք հետևյալ խնդիրները.

- Ուսումնասիրել հանրակրթական դպրոցում արտադպրոցական գործունեության խնդրին վերաբերող հոգեբանական և մանկավարժական գրականությոնը օտար լեզվով.
- Անգլերենով նկարագրել արտադասարանական աշխատանքի նպատակները, խնդիրները, ձևերն ու տեսակները:
- Մշակել արտադասարանական գործունեության ցիկլ, որը նպաստում է սովորողների մոտ անգլերեն սովորելու հետաքրքրություն առաջացնելուն:

Սույն հետազոտական աշխատանքը բաղկացած է ներածությոնից, երկու գլխից եզրակացությոնից և գրականությոնից անկից:

Առաջին գլուխը, որը վերնագրված է «**Արտադպրոցական գործունեության ծագման և առանձնահատկությոնների մասին**», անդրադառնում է արտադասարանական

գործունեության առաջացման և զարգացման փուլերին և նպատակ ունի բացահայտելու դրանց բնորոշ առանձնահատկությունները:

Երկրորդ գլուխը, որը վերնագրված է «**Անգլերենի ուսուցման արդյունավետ մոտեցումներ արտադասարանական գործունեության ընթացքում**», առաջարկում է արդյունավետ արտադասարանական դասերի նմուշներ՝ նախատեսված դպրոցականների համար՝ խթանելով նրանց՝ լեզվիչ ուրացման կարողություններն ու հմտությունները:

Եզրակացությունն ամփոփում է ուսումնասիրվող հետազոտության արդյունքները:

Հղումները ներկայացնում են այն նյութը, որն օգտագործել է հետազոտության ընթացքում:

CHAPTER 1

ON THE ORIGINS AND PECULIARITIES OF EXTRA-CURRICULAR ACTIVITIES

1.1 Historical Development of Extra-Curricular Activities

Extracurricular activities emerged in the USA in the 19th century, as an addition to the regular curriculum, primarily directed towards practical interests, and not much later, professional ones. Namely, the first extra academic activities emerged around 150 years ago at well-known universities such as Harvard and Yale, through literary clubs specialized in

debate training. These clubs emerged concurrent with fraternities and sororities, whose early form dates back to ancient Greece.

It is worth noting that the first athletic clubs also emerged in the USA, which is not surprising considering that sports participation is still highly valued when it comes to college enrollment. As technology developed with industrialization, new clubs gradually emerged in journalism in publishing, during World War One.¹ Participation in extracurricular activities was often questioned because of the assumption that they might “meddle” and change the primary purpose of education. However, as Hall, Hord, Rutherford and Huling put it, co/extra-curriculum activities perhaps actually keep students in school, exactly because of the wide range of possibilities and opportunities that they bring about, which is why the obviously unsubstantiated skeptical views of critics ought to be reassessed.²

Academic papers about co-curricular activities also deal with the influence, i.e., importance of co-curricular activities when it comes to the student’s academic performance. In the spirit of these papers, the definition can be as follows: “These are the activities that students participate in during the normal school day. These can include sports, band, chorus, or any other activities that take place during the normal school day. These activities do not require the student to put in extra time after the normal school day.”³

In the 20th century, a lot of researchers focused on the impact of extracurricular activities on students’ performance in class and other skills important for everyday life.⁴ In particular, it was observed that extracurricular activities eliminate the chances of dropping out of school for some categories of students. The findings proved that the extra-curricular activities were just as necessary for building academic and social skills as the regular classes. Later on extracurricular activities have become an inseparable part of the context of second language teaching and learning in university and college environments in North America.⁵ In the second part of the 20th century, many researchers focused on comparing second language learning in formal and informal environments

The **objectives** of extracurricular activities aim at the harmonious formation and development of students' personality through:⁶ *the widening of the knowledge horizon; the education of moral-civic and aesthetic skills; the shaping of a civilized behavior; the integration of students into a social life; the organization of leisure time in an efficient and pleasant way.*

¹ Casinger, J. (2011). College extracurricular activities: the history of activities)

² Hall, G.e. , W.L. Rutherford, S.M. Hord, and L.L. Huling (1984) “Effects of three principal styles on school improvement”

³ Frame, R. (2007). Developing Character and Values Through Co-Curricular Activities

⁴ Campbell, H. 1973. Extracurricular foreign language activities. American Council on the Teaching of Foreign Languages, New York, N.Y.

⁵ Krashen, S. and Seliger, H. (1976) ‘The Role of Formal and Informal Linguistic Environments in Adult Second Language Learning.’ International Journal of Psycholinguistics, 3 (1976), 15-21.

⁶ Larsen-Freeman D. 1986. Techniques and principles in language teaching New York, N.Y., USA : Oxford University Press

Literature, as a branch of art (alongside music, painting, sculpture, architecture, choreography, cinema) plays an important role in the process of educating students in the spirit of good, truth and justice, in forming valuable attitudes such as honor, courage, of sacrifice, dignity and a positive attitude towards work. The whole educational flow of literature can be converted into concrete human feelings, deeds and attitudes if the students have experienced the emotion specific to the act of aesthetic reception.

It is important for the process of receipting literature in and outside the school to educate, that is, to form the affective-intellectual skills which are indispensable to an aesthetic reception, to cultivate, implicitly, the taste of continuous reading. A careful and competent initiation of students in the apprenticeship of reading books of diverse themes contributes to the early disciplining of their thinking, will and attention, leads to the elimination of the period of accommodation with the higher education levels, the successful completion of various school tasks, extracurricular and social.

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 extracurricular 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.

1.2 Benefits and Challenges of Extracurricular Activities

Extracurricular activities are an excellent way for students to supplement, develop and gather important knowledge on their own, as well as comprehend and use it in their daily lives. On the other hand, each student is a subject in his or her own learning process, possessing extraordinary capacities for memory, reasoning, observation, and communication. Extracurricular activities enable children to develop and diversify their potential. Extracurricular activities provide opportunities for students to participate, demonstrate their comprehension, and supplement and acquire necessary information.

However, we can observe that there are still numerous challenges associated with contacting for extracurricular activities. The first challenge is coordinating extracurricular activities. Unlike extracurricular activities in other topics or institutions. the trip requires the cooperation of an entire team. Extracurricular study in foreign languages is organized by teachers and students through a programming approach. Both the initiator and the referee are responsible for observation and evaluation. Thus, arranging extracurricular learning appears to increase teachers' workload and stress, resulting in a phobia of organizing. The second issue is managing extracurricular activity. When a class has a limited number of pupils, organizing extracurricular activities appears to be simpler. However, controlling activities becomes more difficult as classes exceed 30 students. It's challenging for teachers to maintain a balanced attention on monitoring and comprehending all of the activities occurring simultaneously with offering remarks. When students believe the teacher is incapable of managing,

they become quickly sidetracked and unable to complete the meeting's objectives. It is in this context that scholars refer to the essential educational, developing, stabilizing, integrating and compensating potential of the extracurricular foreign language training and indeed view it as a unique social and cultural phenomenon underlying the self-development and self-realization of students' creative competencies.⁷

The efficiency and the effectiveness of the extracurricular training in foreign languages applies the following principles:⁸ *students' language proficiency and consistency with the respective in-class training; age peculiarities and interests of students; focus on communication; combination of collective, group and individual forms of instruction; inter-disciplinary factors.*

The aims of the extracurricular activities in foreign languages include the following principles:

- expansion and deepening of knowledge, skills and competencies in foreign language communication proficiency; enhancement of professional, academic, lingual and cultural nature; development of individual creative skills and establishment of individual behavioral style of students; strengthening of students' interest and motivation for foreign language learning, encouragement of cognitive and linguistic interests; increasing the creativity level of the educational environment; creative interaction with students; promotion of students' experience in intercultural interaction and cooperation; improvement of students' linguistic, intercultural and professional knowledge; comprehensive personal development, including intellectual, emotional, spiritual and moral aspects.

The extracurricular training in foreign languages typically fulfills a set of the following **interrelated and mutually reinforcing functions**:⁹ *teaching function* (establishment and improvement of language competency; repetition, deepening, expansion, and reinforcement of the training material, establishment of intra- and inter-disciplinary connections); *developmental function* (encouragement of intellectual and spiritual growth of students, development of their attention, memory, thinking process, speaking abilities, activation of cognitive capabilities etc.); *educational function* (establishment of positive educational motivation, confidence and readiness to undertake professional activity, strive for learning, cultivation of discipline, assertiveness, patience, resistance etc.); *diagnostic function* (identification of language proficiency of students, identification of the absorption levels at each training stage, problem-shooting and identification of training effectiveness); *management and planning function* (contrasting the planned and attained results; fitting the didactic process to the level and individual peculiarities of students); *assessment function* (assessment of students' activities and

⁷ Burenok E.A. (2004). Extracurricular activity as a means of intensifying professional English language training for students of a tourist university : dis. candidate of Pedagogical Sciences. Skhodnya, p. 44.

⁸ Bobykina I. A. (2012). The concept of forming a culture of linguistic self-education when teaching a foreign language in higher school. Nizhny Novgorod. P. 19.

⁹ Kravchenko E. V. (2011). On the Issue of Organizing extracurricular work in a foreign language classroom. Problems of pedagogical education.

achievements from the extracurricular training); *motivational function* (creation of positive motives and incentives, activation of the deliberative process, stimulation of students' initiative, cognitive interest for learning).¹⁰

Extracurricular activities serve as a means of developing, consolidating, and strengthening communication abilities, as well as investigating, discovering, and systematizing additional knowledge to bolster students' intellectual capital.

Maintaining physical and mental health – Practicing an extracurricular activity that the student loves and perceives as a hobby can contribute much towards relieving the stress accumulated while performing academic tasks. Also, participation in extracurricular sports activities (gymnastics, volleyball, athletics, etc.) leads to the secretion of hormones that can improve the mood (endorphin, dopamine, adrenaline, etc.).

Supplemented education – We would not like to generalize, but in most cases, the classroom and the curriculum lean towards theoretical knowledge, which serves as the foundation of all knowledge. Through adding extracurricular activities related to a certain subject (for instance, in a math club), the student can acquire adequate education that will not require long periods of studying outside the school.

Experiential learning – It has turned out that students who attend extra academic activities that require some form of cognitive learning have a higher percentage of attendance and engagement in class, which, in turn, can serve as a sound foundation for handling the obligations that await them in higher education.

Enhances personality development – In addition to a wide range of concrete and auxiliary skills that are acquired while performing any extracurricular activity (explained in the segment entitled Benefits), there are a number of additional factors that positively affect the development of the student's personality. Namely, when attending any extracurricular activity, students are regularly compelled to leave their comfort zone in order to communicate with peers and present their ideas and opinions, which results in the forming of a healthy personality who can accept themselves and interact normally in social situations.

1. Time management is the key to success. Time management has always been the main problem in the lives of many people. However, there are a few people who manage time like a pro. As a fact, they take time management as a key to success. Various successful people have opted for extracurricular activities, which benefited them in learning time management. With extracurricular activities in the schedule of the high school, they not only enhance the inborn talent but also learn the “how’s” and “when’s” which refers to prioritizing things. In addition, time management requires the capability of opting to work important things first with efficiency. Thus, extracurricular activities are the best practices that enable high school learners to manage time effectively.

¹⁰ Belyaeva A. (2003) Management of independent work of students / A. Belyaeva // Higher education in Russia. - - No. 6. - pp. 105-109.

2. Self-exploration with the diversity of talents. Piano lessons, violin lessons, singing, western-style dancing, classical dancing, skating, ice skating, skateboarding, cheerleading, sports activities are some of the extracurricular activities that high school learners opt for.

If one is an observant person, he/sh must have noticed that these talents have great diversity. The amount of variety provides options that are more diverse. This gives the perfect platform to high school learners to understand and explore themselves. High school is the learning ground before entering college. Self-discoveries can prepare them to face the challenges in their lives.

3. Enhances the ability to fulfill commitments. The ability to hold on to a commitment is as important as making a commitment in the first place. Today's corporate sectors require candidates who are committed to the company.

4. Personal growth and development. Students develop the attitude of caring about each other gradually with time. However, you can accelerate the learning of this attitude by enrolling your child in extracurricular activities. In extracurricular activities, they get a chance to be involved in the group with their peers. Moreover, they learn sharing and caring, all at once.

5. Improves the confidence and esteem of the students. Recent studies show that teenagers face a lack of confidence when they feel that they are good at nothing. Not all students can equally score great in academic work. Similarly, it is important to make them feel like they are capable of doing something. Academic grades are not the end of the world.

6. Social comfort and relationships. Bullying has always been one of the major problems in high school years. Regardless of various initiatives, authorities have barely been able to eradicate it from the system. However, the question is how will parents prepare their child against these? Enrollment in extracurricular activities means that the children will have a certain group that shares similar talent as them. As a result, children will find someone to confide in and talk to.

7. Best way to keep them under supervision. This is the best way to keep the children under supervision while the working parents are not at home. At several houses, children get back home to an empty place or spend a weekend alone. This practice is not healthy, as it gradually affects the emotional and physical state of the child.

8. Expanding and Diversifying interests- If a student participates in activities other than academic, they get a chance to discover their interests beyond books and classroom. The best thing about joining any activity is that it lets them find their passion and strive towards it, which at times makes their future or helps them in the near future. Participating in extracurricular activities can offer a wide range of benefits for students, including:

Improved social skills: Extracurricular activities provide an opportunity for students to interact with their peers in a social setting outside of the classroom. This can help students develop social skills, such as teamwork, communication, and leadership.

Enhanced academic performance: Participation in extracurricular activities has been linked to improved academic performance. This is because students who are involved in extracurricular activities tend to be more motivated, organized, and better at time management.

Increased self-confidence: Participating in extracurricular activities can help students build self-confidence and self-esteem. This is because these activities often provide students with opportunities to take on leadership roles and develop new skills.

Improved physical health: Extracurricular activities that involve physical activity, such as sports teams, can help students improve their physical health. Regular exercise has been linked to improved mental health and academic performance.

Enhanced college applications: Colleges and universities often look for students who are well-rounded and have a variety of experiences outside of the classroom. Participation in extracurricular activities can help students stand out on college applications.

Networking opportunities: Extracurricular activities can provide students with networking opportunities that can be valuable later in life. For example, a student who participates in a business club may be able to meet professionals in their field of interest.

Stress relief: Participating in extracurricular activities can provide students with a break from the stresses of academic work. This can help students feel more relaxed and refreshed when they return to their studies.

In conclusion, participating in extracurricular activities can offer a wide range of benefits for students. From improved social skills to enhanced academic performance, there are many reasons why students should consider getting involved in these activities.

CHAPTER 2

EFFECTIVE APPROACHES TO TEACHING ENGLISH DURING EXTRA-CURRICULAR ACTIVITIES

2.1 The Main Differences between Extracurricular and Academic Work

1. The voluntary nature of students' participation in extracurricular activities, as opposed to the mandatory nature of educational activities.

2. The extracurricular nature of classes, which is expressed in the absence of strictly scheduled regulations concerning the time, place, form of their conduct and in the absence of strict assessment of knowledge, skills and abilities, grades in points.

3. Great independence and initiative of students in performing extracurricular assignments.

The effectiveness and efficiency of extracurricular work depends both on taking into account the above principles and on compliance with the following conditions: *voluntary participation; the combination of student initiative with the*

guiding role of the teacher; entertaining and novelty of the content, forms and methods of work; aesthetics of all events held; -clear organization and thorough preparation of all planned events; availability of targets and business prospects; -wide use of methods of pedagogical stimulation of students' activity; publicity.

In methodological literature and in practice, there are usually three forms of extracurricular work: *personal*, *group* and *mass*. The basis of such distribution is assigned a sign of quantitative coverage of participants.² **Mass forms** of extracurricular work do not have a clear organizational structure. These include such events as international clubs, festivals, contests, Olympiads, theme nights, etc.

The group form of extracurricular work has a clear organizational structure and a relatively permanent composition of participants united by common interests. Various circles belong to this form: conversational, vocal, dramatic, translators, philatelists, extracurricular reading, etc. Some methodologists recommend organizing conversational and choral circles for all students. Combined circles have proven themselves positively, where different types of activities are combined, for example, learning songs and preparing dramatizations, extracurricular reading and watching movies with further discussion of what has been viewed. Classes in circles are usually held regularly. Circle classes should be based on strictly voluntary principles; circles should be few (12-15 members), since it is more difficult to develop conversational skills in a large audience.

Individual extracurricular work is carried out with individual students who prepare a message or report about the country whose language is being studied, about significant dates and events, outstanding people, learn poems, songs, excerpts from literary works in a foreign language, produce visual aids, design wall newspapers, albums, stands, etc. Individual work can be carried out continuously or sporadically. Individual forms of work represent a mandatory preparatory stage for mass and circle work. The learning of foreign languages provides a great chance for students to take responsibility for their own learning into their own hands, which echoes the principles of learner autonomy.¹¹

Using authentic materials is “one of the mainstays of an imaginative and motivating higher level course, usually neglected at levels lower than intermediate”. There are several reasons for this reluctance to use authentic materials in class: firstly, a teacher’s fear that students may panic when faced with language that is largely unfamiliar. To prevent this, many teachers believe that language learning materials should be edited to the students' level. This fear is shown in some sources to be unjustified, as using authentic materials can be rewarding and stimulating for both teacher and students.¹²

Interacting with others in the target language involves more than knowing the appropriate syntax and lexicon. Another important area of language competence is socio-cultural knowledge, and thus second language instruction has to address cultural issues at least to some extent.¹³ Integration of extracurricular activities into the English language curriculum is supported in the context of culturally oriented communicative second language teaching. A central goal of

¹¹ Benson, P. (2001). Teaching and researching autonomy in language learning. Harlow: Pearson Education

¹² Shepherd, S. (2004) Authentic Materials Web page <http://www.teachingenglish.org.uk/articles/using-authentic-materials>. Retrieved on November 7, 2022

¹³ Kramsch, C. (1993) Context and culture in language teaching. Oxford University Press. Pp. 71-89

language education in the global context, according to Ingram and O'Neil, is the fostering of favorable intercultural attitudes. They refer to cultural competence as 'the knowledge of the conventions, customs, beliefs, and systems of meaning of another country' and states that 'it is indisputably an integral part of foreign language learning'.¹⁴

Here are some of the principles which we would like to highlight:

The implementation of the principle of connection with life makes it possible to ensure a close connection of extracurricular work in English with the living conditions and activities of the student.

- According to the principle of communicative activity, extracurricular work is carried out mainly using already formed speech skills and promotes their further development.
- Compliance with the principle of communicative activity, according to S.N.Savina, involves taking into account various personality structures. She also notes that the communicative activity of students in extracurricular activities is largely determined by the teacher's attitude to work, his ability to create benevolent, friendly relations with children, to provide assistance and moral support.¹⁵
- The principle of taking into account the level of language skills of students and duration of English lessons.

S. N. Savina draws attention to the fact that during extracurricular work, students should learn to consciously apply knowledge, skills and abilities, include the studied material in their speech activity. The formation of cognitive activity and the child's interest in foreign language activities largely depends on this.¹⁶

The principle of taking into account the age characteristics of students is also of great importance. When conducting extracurricular work in the English language, it is necessary to carefully consider its content, forms, methods of stages of learning the language in accordance with the psycho-physiological characteristics of students.

The principle of combining collective, group and individual forms of work is another important principle that should be taken into consideration. The problem of personality in a team and the problem of organization are closely related. Collective forms of work, regardless of the age of their participants, affect the formation of personality and determine the development of the team itself. S.N. Savina believes that "being united by common interests and communication activities, students react sensitively to the demands made by the team and the communication situation, overcome psychological stiffness, show their inclinations and abilities."¹⁷

Thus, extracurricular work is the organization of various types of activities of pupils outside of school hours, providing the necessary conditions for the socialization of the child's personality by the teacher. The principles of organizing extracurricular work in the English language develop students' initiative, cognitive activity and interest in the language being

¹⁴ Ingram, D. E., & O'Neill, S. (1999) Cross-Cultural Attitudes as a Goal of Language Teaching in the Global Context. Paper presented at the RELC Regional Seminar on Language in the Global Context: Implications for the Language Classroom, Singapore, pp. 18-22.

S.I. Extracurricular work in foreign languages in secondary school. - M.: Enlightenment, 1991. - 160 p.

¹⁶ Same pla

¹⁷ Savina S.I. Extracurricular work in foreign languages in secondary school. - M.: Enlightenment, 1991. - 160 p.

studied, independence, improve previously acquired skills in this subject, give students the opportunity to study the language more deeply.

We can observe that there are still numerous challenges associated with contracting extracurricular activities. The first challenge is coordinating extracurricular activities. Unlike extracurricular activities in other topics or institutions. The task requires the cooperation of an entire team. Extracurricular study in foreign languages is organized by teachers and students through a programming approach.

When a class has a limited number of pupils, organizing extracurricular activities appears to be simpler. However, controlling activities becomes more difficult as classes exceed 30 students. It's challenging for teachers to maintain a balanced attention on monitoring and comprehending all of the activities occurring simultaneously with offering remarks.

Extracurricular activities can play an important role in teaching English as a second language. These activities can help students improve their language skills while also providing opportunities for socialization and cultural exchange. Here are some examples of extracurricular activities that can be used to enhance the teaching of English:

Language clubs: Language clubs can provide a relaxed and informal environment for students to practice their English skills. These clubs can be student-led and may involve conversation, games, and other language activities. Joining a language club can be an excellent extracurricular activity for a number of reasons. Here are some benefits of joining a language club:

Improving Language Skills: By joining a language club, you will have the opportunity to practice your language skills with other students who are also learning the language. This will help you improve your speaking, listening, reading, and writing skills.

Cultural Exposure: Language clubs often provide opportunities to learn about the culture associated with the language you are studying. You can learn about the customs, traditions, and history of the countries where the language is spoken.

Networking: Joining a language club can help you make new friends and connect with people who share similar interests. This can help you build a network of people who can provide support and guidance throughout your academic and professional career.

College Applications: Joining a language club can also help you stand out on college applications. It demonstrates your interest in language and culture, as well as your willingness to take on challenges outside of the classroom.

Personal Growth: Joining a language club can help you develop new skills and gain confidence in your ability to learn new things. It can also help you become more open-minded and empathetic towards people from different backgrounds.

Reading and writing groups: Reading and writing groups can help students improve their reading comprehension and writing skills. These groups can be centered around a particular topic or theme and can involve discussion, writing exercises, and creative projects.

Drama and theater: Drama and theater activities can help students improve their pronunciation, intonation, and fluency in English. Students can participate in skits, plays, and other dramatic performances that require them to use English in a creative and engaging way. Joining a drama club can be a fantastic extracurricular activity for language learning for a number of reasons. Here are some benefits of joining a drama club:

Improving Language Skills: Drama clubs provide an excellent opportunity to practice speaking, listening, and understanding a language in a fun and engaging way. You can also practice reading and writing skills as you learn scripts and develop characters.

Cultural Exposure: Drama clubs often involve performing plays from different cultures and countries. This can help you learn more about the customs, traditions, and history of those cultures and countries.

Teamwork and Collaboration: In a drama club, you work closely with other members of the group to create a successful production. This provides opportunities for teamwork and collaboration, which can improve your communication and leadership skills.

Confidence and Creativity: Performing in a drama club can help you develop confidence in your ability to speak and perform in a different language. It also allows you to express your creativity through acting and character development.

Personal Growth: Joining a drama club can help you build self-confidence, develop social skills, and improve your emotional intelligence. You will also learn how to think on your feet, problem-solve, and communicate effectively with others. Joining a drama club can be an excellent way to improve your language skills, gain cultural exposure, develop teamwork and collaboration skills, build confidence and creativity, and experience personal growth.

Film clubs: Film clubs can expose students to English-language movies and television shows, helping them improve their listening and comprehension skills. Students can watch movies and discuss them with their classmates, analyzing the language and themes in the films.

Cultural exchange programs: Cultural exchange programs can provide students with the opportunity to interact with native English speakers and learn more about the culture of English-speaking countries. Students can participate in exchange programs, language immersion programs, or international travel programs.

Overall, extracurricular activities can help students develop a love for English and improve their language skills in a fun and engaging way. Teachers should encourage their students to participate in these activities and provide them with the support and resources they need to succeed.

2.2 Samples of Productive Extra-curricular Lessons

In the current subchapter I will introduce different types of implementing extra-curricular work at school.

✓ **Watching movies**

Teachers should encourage students to watch movies in English. The best English-speaking environment can be organized by watching authentic English or American movie or an animated film for children. Then the teacher should

discuss with your students how they can watch their favorite movies with subtitles to increase their exposure to natural spoken English.

✓ **Starting an informal book club** with students is another option of extracurricular activities. Each week (or second week, or month) students take five minutes to tell each other what English book they are reading and if they would recommend it.

✓ **Teaching in a multicultural environment** allows for a lot of opportunities to share information about culture and nationality. The teacher can make a calendar of dinner dates where students cook traditional or popular food. Of course, extracurricular activities can also include English teaching activities which are not included in the program of the year or when there is not enough time to do all the activities in a lesson.

For the practical part of the lesson I have designed an extracurricular lesson.

The aim of the lesson:

Objectives:

- to acquaint schoolchildren with the extra-curricular activities
- to give practice in listening for specific information and writing
- to give to the schoolchildren to personalize the topic and to provide oral practice.

Educational: - According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.

Developing: According to the lesson's educational purpose develop pupils' personal skills.

English learning, motivational skills, develop pupils' self-educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.

Learning outcomes for competences in English:

- By the end of the lesson pupils will be able to speak about intelligence, effort and success, to pronounce the words correctly, to use the phrases in the lesson and use them in small situations, to understand and perform commands.
- Linguistic competence: At the end of the lesson pupils' listening and speaking, reading and writing skills will be improved.

Sociolinguistic competence: - raise awareness of your pupils organizing and scheduling events.

Pragmatic competence: - to enable pupils to use learned materials in different situations

Equipment: a speaker, a blackboard and a piece of chalk.

The method of the lesson: untraditional.

Technological map of the lesson:

Warm-up: 3 minutes.

Revising the previous lessons: 8 minutes.

Presentation: Explanation of the new material: 14 minutes.

Consolidation: 10 minutes.

Evaluation: 5 minutes.

Homework: 5 minutes.

Procedure of the lesson:

I. Organizing moment: Motivation, greeting, checking attendance, season, weather, checking the preparation for the lesson.

II. Checking homework: Check for homework given on past lesson. Ask pupils all new words learnt on previous lesson.

III. Presentation -Explaining the new subject.

Activity 2a *Read about extra-curricular activities in Yerevan and Gyumri and say which are the same in your school.*

Objectives: to acquaint schoolchildren with extra-curricular activities in Yerevan and Gyumri and compare them with activities in your school; **Field:** geography, biology, modern languages, history

Other: museum, exhibition, factory, monument, theatre, cinema, castle, France

School clubs: sports, photography

Activities: video, debating, choir, dance, radio, school, newspaper, drama, orchestra.

Activity 2b Listen and say which clubs/activities Lusine goes to.

Objective: to give practice in listening for specific information

The teacher should tell pupils that they are going to listen to a recording of a schoolgirl talking about her extracurricular activities. Ask pupil to listen and answer the question. Extracurricular activities can play an important role in teaching English as a second language. These activities can help students improve their language skills while also providing opportunities for socialization and cultural exchange.

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Կատարելով սույն հետազոտությունը, հանգել եմ հետևյալ եզրակացություններին.

- Սովորողների մեծամասնության համար արտադասարանական գործունեության մեջ ներգրավվածությունը խիստ կարևոր դեր է խաղում գիտելիքների ձեռքբերման գործընթացում:

- Արտադասարանական գործունեությունն արժևորվում է սովորողների կողմից, քանի որ նախաձեռնությունը կարող է լինել աշակերտներին՝ ելնելով իրենց կարիքներից, ներուժից, տաղանդից և հետաքրքրությունից:

- Աշակերտները միանում են արտադպրոցական գործունեությանը ոչ միայն ժամանցի, սոցիալական և զվարճանքի նպատակներով, այլ՝ ամենակարևորը՝ հմտություններ ձեռքբերելու և կատարելագործելու համար:

- Սովորողները նաև զարգացնում են իրենց հմտությունները ճանաչողական ասպեկտում. նրանք նաև զարգացնում են իրենց տաղանդն ու հետաքրքրությունը մարդկային ռեսուրսների դրական կառուցման ուղղությամբ:

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