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### **The experience of organizing pupils' communicative activity through extracurricular works**

This article is devoted to the study of the problem of accustoming the schoolchildren's personality to polylinguistics in the system of compulsory secondary education. In the article, multilingualism is seen as an effective tool for the formation of personality. The possibilities of facultative classes in the formation of a multilingual personality, the conditions for the organization of elective classes, on the basis of electivity contributing to the satisfaction of students' interests and requests, which allow each schoolchild to show their abilities, are revealed, the didactic conditions for the organization of interpersonal relationships among schoolchildren are revealed. The program of the elective course «The World of Multilingualism» is proposed, consisting of 8 sections. The goal, tasks, stages, content of this program and as an expected result are revealed in detail, the formation of a multilingual personality that is achieved through the fulfillment of tasks in three languages (native (Kazakh) language, Russian as a language of interethnic communication and English as a means of becoming familiar with the world culture), united in one language unit. The effectiveness of the fulfillment of these tasks by schoolchildren who enter the process of multilingual communication is shown, they assimilate lexical, grammatical, stylistic norms of speech, have the opportunity to compare the features of the use of language in speech. The samples of tasks from the program, the algorithm for their implementation are given, special attention is paid to assignments for comparison, creative assignments, recommendations were developed to involve students in multilingualism in the course of extracurricular work.

*Keywords:* pupil, school, polylingual person, multilingualism, communicative, activity, forming, system, extracurricular works, elective courses.

Today, the school's activity in formation of a new knowledge-based person is increasing. Recently, the educational objectives facing the schools have a characteristic effect on the extracurricular activities content. Because the comprehensive growth of a student is not limited to the time spent at school only. In addition, extracurricular activities can be used as a tool to enhancing and extending the educational work that the teacher performs during the lesson; and, first of all, to more fully exploit talent and abilities of children, to stirring their interest and enthusiasm. That is the form of organizing of leisure time of students and organizing their moral behavior exercises.

Extracurricular workshops are organized and conducted lessons aiming to extend and deepen students' knowledge, skills and abilities beyond the classroom, to develop independence, personal abilities, also in order to satisfy students interests and provide spending their leisure time actively and consciously out of school [1].

Nonetheless, extracurricular activities are an independent kind of school-based educational work, organized under the guidance of school teachers and interconnected with the purpose of teaching by creating conditions to social formation.

At the same time, educating and upbringing schoolchildren being to live flexible in the intensive developing and changing society, able to self-education, to apply the knowledge gained in life situations, to self-fulfillment, competitive and competent in multilingualism task of forming a personality. As a result, programs of general education, textbooks, methodological manuals, textbooks written in a new national base, methodological techniques and training students for multilingualism require new approaches to extracurricular activities.

However, elective courses are recognized as the most contributing factor among pupils' out-of-class works. Because they contribute to the development of students' thinking, the formation of an active cognitive interest in the subject, and influences on increasing the growth of relationships among youth.

Elective courses are a form of organizing of extracurricular activities for the purpose of deepening and development of pupils' knowledge in specific subjects according to their needs, abilities, and inquiry.

The elective course or the optional lesson (the term «facultatif» French, means «opportunity») is not a compulsory course at a school or university where students or schoolchildren choose [2].

Elective courses are conducted through special programs that ensure compliance between mandatory classes and supplementary sessions. In approving mentioned list of elected courses should be taken into account not only the personal preferences of pupils and parents, but also the capabilities of the educational institution.

Controlling over the organization of the elective courses requires: the feasibility of choosing a lesson form and the effectiveness of the lesson; and activeness of pupils during classes; to be independent and able to show own creativity, express own opinion, opportunity to express their suggests.

The teacher will be able to communicate with students outside the classroom and, in many cases, to study the children and gather information about them.

Elective courses that are organized outside of school offer a great opportunity for children to work independently. Co-ordination is featured with self-governance and individual development [3].

However, one of the disadvantages at school practice is a habit of engaging only active students in extracurricular activities. Involving all children in an interesting course contributes to their academic progress, increased knowledge quality, and incentives to engage in collective activities.

As an effective way of forming a polylingual personality of schoolchildren, we believe that the elective course that students choose at their own discretion, and elective course as the way to enriching the multilingualism is implemented at school.

Due to this, «Multilingualism world» elective course aiming at training schoolchildren to polylingualism was worked out.

The aim of the course: formation of poly-lingual personality based on daily communicative activities within the interrelation of students.

The objectives of the course: selecting thematic minimum unities to mastering Kazakh, Russian and English languages; making speaking unities according to each theme; compiling situational minimum unities concerning to each theme; selecting lexical materials in the functional-content field; selecting grammar materials necessary for each topic; organizing teaching process corresponding to functional-communicative technology; and analyzing teaching results by controlling.

Expected results: students will be able to speak fluently in Kazakh, Russian and English languages within language unities in topics of interrelation between themselves; and their formation as a multilingual person.

The following is the program of «Multilingualism world» elective course for students of the 8th grade.

1. The role of language and communication in human's life, the essence and the nature of multilingualism. Language and Culture. Language is a tool for understanding a world, and wealth of national culture.

2. Менің Отаным — Қазақстан. Моя Родина — Казахстан. Kazakhstan is my motherland. I am a citizen of the RK. Kazakh country. Astana is a capital city. Multinational country indicates friendship of nations.

3. Менің отбасым. Моя семья. My family. «Home», «Family», «Members of a family», «Family traditions» notions and their values and meanings.

4. Қазақ халқының ұлттық салт-дәстүрлері. Национальные традиции казахского народа. National traditions of Kazakh people. «Nation», «Ethnos», «Customs», «Tradition» notions and their values and meanings.

5. Менің алтын ұя мектебім. Школа — мое золотое гнездо. My golden nest — my school.

«My school», «Our class», «My friends», «My teacher» notions and their values and meanings.

6. Ақ дастархан басында. За белым дружным дастарханом. In the beginning of «White dastarkhan»

«National food», «A one sup of tea», «Eating alphabet», «Table of Kazakh» notions and their values and meanings.

7. Мұражайға қош келдіңіз! Добро пожаловать в музей! Welcome to the museum!

«National museum», «Exhibit», «Evolution of exhibits» notions and their values and meanings.

8. Шырайлы Шымқала! Красивый город — Шымкент! A beautiful Shym city!

«Architecture of the city», «Leisure and sport complexes», «Name of Shymcity» notions and their values and meanings.

In teaching elective lessons the main aim is communicative knowledge, competence, and habits development on the basis of the language support.

Mentioned program was carried out during the experimental work at school's teaching process. Also, students were able to find solutions and learnt to overcome some issues concerning to questions based on mastered knowledge while doing tasks or any educational questions. Tackling with such kind of tasks, sharp-

ens and develops thinking skills of students, provides development of competency. During the process of implementing speaking tasks, students master lexical, grammar and stylistic norms, compare speeches, expressing opinion challenge and aims, in this regard, includes acquired knowledge into interrelation activities.

*Choosing arguments to offered thesis statements of a teacher.*

The essence of the given thesis statement's confirmation is indicated by teacher's exact examples relied upon literature. For example. According to the theme: «A language is a great treasury» («Язык — огромное богатство», «Тіл — ұлы қазына») To keep and develop our language is our saint obligation. To explain an idea definitely by the help of language and express it by intonation is called a sentence. /Тілімізді сақтап, дамыту — бәріміздің қасиетті міндетіміз. Тілдің біршама тиянақты ойды білдіруі және интонациямен айтылуын сөйлем дейміз. / Сохранить и развивать язык – священный долг каждого. Выражение определенной мысли с помощью языка и произношение с интонацией называется предложением.

The following text «Менің Отаным — Қазақстан» («Моя Родина — Казахстан», «My motherland is Kazakhstan») were suggested to students: Мен Қазақстанда туып-өстім. Қазақ жері өте әдемі және бай. Таза ауада жақсы демалып, шие теріп, олар қалаға оралды. Батыстан суық жел соғады / Я родился и вырос в Казахстане. Казахская земля прекрасна и богата.

I was born in Kazakhstan. Kazakh land is very beautiful and rich. They came back to the city, relaxing in open air well. A cold wind is blown from the west./ Прекрасно отдохнувшие на свежем воздухе, они собирали ягоды и возвратились в город. С запада дует холодный ветер.

During task completion students prove the correctness or incorrectness of the thesis content structure. At the end, make the structure of own (concerns the speech sturcture) thoughts.

Alongside with it, we suggested tasks that needs to argument the substance (correctness) of speech tools or chosen tasks during the experimental work.

The goal of such tasks gives opportunity to choose language tools for expressing student's views. It has been discovered that by analyzing grammar structure of the text, students started to pay attention to the grammar composition and speech creation of the mother tongue.

At the next stage of the experimental work, students were able to complete language tools choosing. The main idea of this task is comparing. Students while completing the task had compared several thoughts between themselves, and were able to choose language tools. Here, while expressing only one thought can be used different language means and different structuring opportunities to master them. Speech tasks are divided into 2 groups according to language means. For example, about choosing variants by topic: «National traditions of Kazakh people», «Қазақ халқының ұлттық салт-дәстүрлері», «Национальные традиции и обычаи казахского народа».

1. Read and translate the text. «A holiday in honor of new born baby» («Shildekhana») is a holiday, when the village youth is gathered, when a baby is born due to Kazakh people's tradition. «A holiday in honor of new born baby» is lasted for three days. Art youth sings and plays kyui until morning, respecting his/her mother and the baby. Different games are organized. Girls and brides contest. Only young people, not elder take part in this holiday. Because this is a youth's duty to defend a new born baby from the hell and Satan cool.

2. Answer the questions due to text: 1. What kind of wedding «Shildekhana»? 2. How «Shildekhana» is celebrated? 3. Why adults can't take part in «Shildekhana»?

1. Мәтінді оқыңыз, аударыңыз. Шілдехана тойы. Қазақ халқының дәстүрі бойынша бала дүниеге келген күні кешке ауыл жастары шілдеханаға жиналады. Шілдехана кейде үш күнге созылады. Өнерлі жастар таң атқанша жаңа туған баланы, оның анасын ардақтап ән салады, күй тартады. Әр түрлі ойындар ұйымдастырылады. Қыз-келіншектер айтысады. Шілдеханаға тек жастар ғана қатысады, ал ауыл үлкендері қатыспайды. Өйткені жаңа туған нәрестені жын-шайтан, перілердің салқынынан қорғап күзету, халық сенімі бойынша, тек қана жастардың міндеті.

2. Мәтін бойынша сұрақтарға жауап беріңіз.

1. Шілдехана қандай той?.....

2. Шілдехана қалай тойланады?.....

3. Шілдеханаға не себепті үлкендер қатыспайды?.....

1. Прочитайте текст, переведите. В связи с рождением малыша соседи и родственники собираются на вечеринку, которая называется «Шилдехана». Иногда «Шилдехана» продолжается три дня. Молодежь до утра поет песни, посвященные малышу и его матери, и исполняют кюи. Организуют разные игры. Девушки и невестки вступают в айтыс. В «Шилдехана» участвует только молодежь, старшие аула не участвуют. Потому что по народному преданию сохранять и беречь от разных невзгод — обязанность только молодых.

2. Ответьте на вопросы по тексту: Шилдехана какое событие? Как празднуется? 3. По какой причине старшие не участвуют в праздновании Шилдеханы?

In the beginning of the theme «White dastarkhan» / «Ақ дастарқан басында» За белым дружным дастарханом/ were given following tasks: 1. Make sentences according to the graph.

National		Национальные		Ұлттық	
drinks	food	напитки	еда	сусындар	тағамдар
Kymyz	Kazy	Кумыс	Казы	Қымыз	Қазы
Iran	Karta	Айран	Карта	Айран	Қарта
Shubat	Zhaya	Шубат	Жая	Шұбат	Жая
	Shuzhyk		Шужук		Шұжық
	Kazakh meat		Мясо по-казахски		Қазақша ет
	Kuurdak		Куырдак		Қуырдақ

2. Answer the questions:

1. What is the national food of Kazakh people?
2. What is prepared from horse meat?
3. What the features of horse meat?
4. What is the feature of kumyz?

2. Сұрақтарға жауап беріңдер:

1. Қазақтың басты ұлттық тағамы не?
2. Жылқының етінен не дайындайды?
3. Жылқы етінің қандай ерекшелігі бар?
4. Қымыздың қасиеті қандай?

2. Ответьте на вопросы:

1. Что является основной национальной едой казахов?
2. Что можно приготовить из конины?
3. Какими особенностями обладает конина?
4. Какие свойства имеет кумыс?

During this period, tasks limiting opportunities of grammar structuring functions were not given. For instance, at the lesson «My school my golden nest»: from the school life to listen to «Students voice», opinion of students; and on topic «Pretty Shymkent» to compound research graphic The Great Silk Road.

In the next period editing text for speech tasks are planned. Teaching for work with a text, are directed within the norms. Here, students will be able to analyze a text in a group and to compound it correctly. We divide them into several types.

And, at the latest period students were offered creative tasks. Completing such types of tasks is oriented to exact self-directed, full language means compounding speech style and thoughts, corresponding to speech goal. According to self-directed degree creative tasks are divided into 3 groups:

- 1) Creative tasks based upon working materials.
- 2) Restructuring and develop texts according to expressing thoughts.
- 3) Creative tasks of situational characteristics.

Completing tasks leading to creative works also practices students to do with interesting, translate fluently. For instance, the topic «Healthy life style»:

- What are the bad manners include?
- The harmfulness of bad manners to human life.
- How to handle with the difficulties.
- Writing an article about influences of bad manners to health.

We suggested restructuring texts according to changeability of students' opinions during completing creative kinds of tasks.

10 secrets of body and soul beauties:

- First is in our mind.
- Second is in breathing.
- Third is in exercising.
- Fourth is in healthy food.
- Fifth is in smiling.

Sixth is in resting.

Seventh is in straight sitting.

Eights is in a clean environment.

Ninth is in trust.

Tenth is in loving.

These tasks are directed to experiments and coordinate individual work to group work. Students search for necessary information by themselves, by organizing obtained information and show to others. Project approach activates all sides of student's personality: intellectual quality, typological features and behavior characteristics, purposefulness, persistence, hardworking, communicative competency, feelings and emotions.

Results obtained through creative tasks are that students feel themselves freer than at the lessons, avoid stressful situations by learning practical techniques; nervous system are perpetuated and learn to organize leisure culture correctly; and developed poly-lingual abilities of students and achieve other positive changes.

By using goal-oriented project approach for agitating multilingualism can be built a specific relationship between teacher and student.

If we want several language acquisition process to be close to real situations with its basic parameters that are being of communicatively, we should build a real interpersonal relationship oriented using the language in practice.

This teaching process needs to consider as a specifically organized real relationship, and the function of this relationship is forming joined work between teacher and pupil, pupil and pupil.

This goal-oriented project alongside with communicativeness gave good results for mastering several languages. It is very effective where the classes of unequal preparation, particularly. These tasks help for learner's creative skills and thoughts to be developed.

During the formation experiment, while completing speech tasks using joined technology give to discover pupil's communicative competency. Because, these tasks can provide with necessities for developing knowability and communicative activities of each pupil at the class. That is, the main aim in language communication is teaching pupils to be able to speak and expressing opinions. Speaking is a process of expressing own opinion to others during language communication, to speak clearly. When teaching for speaking attention is given to the following notion: speaking of a human to a human by means of language, oral expression, saying and telling of thoughts to the second person.

Alongside with them, responding of second person through perceiving spoken understandable thought. This shows how the teaching to speaking is not concerns only to one person. It realizes through language communication. Speech activity is a significant step in learning and is not a language necessity only, but is a complicated activity displaying human's place and work in a society. 'Cause speech activity is one of the main indications defining human's caliber. Teaching for oral speech is not just learning a language, it means to expansion and advance of human's general thinking skills. In order to master general speaking activity these conditions should be taken into account: the necessity to speak in a learning language; environment, effect of conditions, personal ability; and distinguishing the main goal of a speech.

Research duration while forming a poly-lingual personality at the teaching and educational process are ruled by communicative direction, building a specific space for group and corporate searching of each parties for truth, expressing point of view, approve own view, paying attention and understand alternative thoughts, accepting definite opinions during the dialogue; and secondly, organizing communicative space and thirdly, making technological position of organizing in communicative space: supporting positive emotional conditions of participants; and building interrelationship important for situational dilemmas; in defining roles of participants; dividing positions of participants in debate: the author, a critic, conductor and organizer; supplying activity with problematic type; helping to participants to admit the conflict of a situation and encouraging to thinking activity necessary for making solutions.

Thus, various didactic activities necessary for organizing and analyzing relationship between pupils noticed, they are, at first, factors for satisfying extra linguistic requirements of speaking style; carrying formal and informal relationship between pupils; and thirdly, terms for having relationship between each other as alone or majority in communication; at fourth, speech activity should be between relation of each other, announcing, influencing and etc.,

Speech tasks were effective one in implementing the connection between grammar works and development of speaking in language teaching among pupils. We understand speech tasks defining by a communicative object as a knowability tasks. During completing such kind of tasks doing any other type of knowability tasks pupils learnt to overcome and found out some issues by asked questions relying upon mastered knowledge.

To sum up, during experimental work the elective course «The world of languages» conducted at schools demonstrated positive indicators of formation communicative activity results. And, only in realizing development challenges of suggested methods for directing, participation and extending stages of youth to multilingualism; and pedagogical diagnosing, motivating to show communicative competency and influencing on it, the formation results effect will be improved.

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### **Сабақтан тыс жұмыстар арқылы оқушылардың коммуникативтік іс-әрекетін ұйымдастыру тәжірибесі**

Мақала оқушыларды міндетті орта білім беру жүйесінде көптілділікке баулу мәселесін зерттеуге арналған. Көптілділік тұлғаны қалыптастырудың тиімді құралы ретінде қарастырылды. Көптілді тұлғаны қалыптастырудағы факультативті сабақтардың мүмкіндіктері, ұйымдастыру шарттары, оқушылардың қызығушылығын және сұраныстарын қанағаттандыруға, әр оқушыға өздерінің қабілеттерін көрсетуге мүмкіндік беретін оқушылар арасындағы тұлғааралық қатынастарды ұйымдастырудың дидактикалық шарттары зерттелген. «Көптілділік әлемі» атты 8 бөлімнен тұратын факультативті курсының бағдарламасы ұсынылған. Бағдарламаның мақсаты, міндеттері, кезеңдері, мазмұны толық ашылған және күтілетін нәтиже ретінде міндеттерді орындау арқылы қолжеткізілетін көп тілді тұлғаны қалыптастыру үшін үш тілдегі тапсырмаларды (ана тілі (қазақ) тілі, орыс тілі (ұлтаралық қарым-қатынас тілі) және ағылшын тілін (әлемдік мәдениетпен танысу құралы ретінде) бір тіл бірлігінде біріктіреді. Оқушылардың тапсырмаларды орындаудың тиімділігі қарастырылған, себебі олар көптілді қарым-қатынасқа түсу барысында сөйлеудің лексикалық, грамматикалық, стилистикалық нормаларын меңгереді және әр тілдің өзіндік ерекшеліктерін салыстыруға мүмкіндік алады. Бағдарламадан алынған тапсырмалардың үлгілері, оларды іске асыру алгоритмі келтіріліп, салыстыру, шығармашылық тапсырмаларына ерекше назар аударылып, оқушыларды сабақтан тыс жұмыс барысында көптілділікке баулу үшін ұсыныстар жасалды.

Кілт сөздер: оқушы, мектеп, полилингвалды тұлға, көптілділік, коммуникативтік, іс-әрекет, қалыптастыру, жүйе, сабақтан тыс жұмыс, факультативтер.

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### **Опыт организации коммуникативной деятельности школьника в процессе внеурочной работы**

Данная статья посвящена исследованию проблемы приобщения школьников к полиязычию в системе общеобразовательного среднего образования. Полиязычие рассматривается как действенный инструмент формирования личности. Показаны возможности факультативных занятий в формировании полиязычной личности, условия организации факультативных занятий на основе выборности, способствующей удовлетворению интересов и запросов учащихся, позволяющих каждому школьнику проявить свои способности. Выявлены дидактические условия организации межличностных взаимоотношений школьников. Предлагается программа факультативного курса «Мир полиязычия», состоящая из 8 разделов. Подробно раскрыты цель, задачи, этапы, содержание данной программы. Ожидаемый результат — формирование полиязычной личности, который достигается посредством выполнения заданий на трёх языках (родном (казахском) языке, русском языке, как языке межнационального общения, и английском языке, как средстве приобщения к мировой культуре), объединённых в одну языковую единицу. Показана эффективность выполнения этих заданий школьниками, которые вступают в процесс полиязыкового общения, усваивают лексические, грамматические, стилистические нормы речи, имеют возможность сравнивать особенности использования языка в речи. Приведены образцы заданий из программы, алгоритм их выполнения, особое внимание уделяется заданиям на

сравнение, творческим заданиям. Разработаны рекомендации по приобщению учащихся к полиязычию в процессе внеурочной работы.

*Ключевые слова:* школьник, полилингвальная личность, полиязычие, школа, коммуникация, деятельность, приобщение, система, внеурочная работа, факультативы.

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