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## **The role of extracurricular work in a foreign language for creative self-development of students**

The article studies the problem of students' creative skills development within extracurricular activity in a foreign language. The article analyzes the benefits of extracurricular activities and ways to improve students' motivation to learn a foreign language. This work pays special attention to the implementation of students' communicative activity principles as well as organizational and pedagogical conditions for the success of such extracurricular actions.

*Key words:* extracurricular work, creative skills, organization of extracurricular activities, increased motivation, independent activity.

Nowadays the main objective of professional education is the training of qualified, competitive specialists, capable of rapid decision-making, the independent creative and practical work, self-improvement and self-development. The most important component in the system of training the competitive expert is students' independent work, because it is a necessary condition for the formation of the need for self-organization, the ability to creatively solve professional problems, to the constant updating of their knowledge during their working life. All these aspects are a guarantee of efficiency of professional work of the future expert. But the solution to this problem is hardly possible by giving the student a certain amount of passive knowledge and skills.

The function of the teacher for achieving this goal is not to present students with the knowledge, but creation of the motivation and form a complex skill to teach themselves. The main aim of teachers is ability to direct students' self-dependence in their education that leads to automation of their cognitive activity.

A necessary condition for the transformation of the student in the subject, interested in transforming itself into a creative personality, is the increase of interest in the accumulation and constant enrichment of their knowledge, finding ways to overcome difficulties by making novelty items in process of performing of tasks.

It's very difficult to keep the students' motivation and to develop all the necessary skills in the study of language without the involvement of students' extracurricular work. The right organization of extracurricular work and motivation to carry out this work becomes an essential element for success.

At first, we consider the notion of «extracurricular work»:

- Working with the students outside the classroom schedule. It provides for participation in the evenings, meetings with interesting people, watching movies, performances, etc. It is significant reserve training and means to achieve the learning objectives [1].
- Complex of educational activities that provide purposefulness, consistency, systematic coordination of teachers with initiative and independence of students [2].

Based on these definitions we can make conclusion that extracurricular work is a complex activity aimed at training specialists, activation of creative skills of students and raise social qualities and the development of research work.

Extracurricular activity includes any activity of students, which not related to the curriculum, carried out in the educational establishment. There are a number of features that distinguish extracurricular work from training:

- 1) voluntary participation of students in a variety of extracurricular activities;
- 2) students choose kinds of extracurricular activities in accordance with their interests and the desire to acquire new knowledge;
- 3) there is no strict limitation in time, place and form of the event;
- 4) lack of evaluations and strict rules make extracurricular activities more than winning with training sessions;
- 5) control is exercised through concerts, competitions, festivals, forums, games, competitions, quizzes, etc.;
- 6) they allow students to be more independent, resourceful and creative;
- 7) the teacher is not a leader, but assistant in the organization of this type of work [3].

Extracurricular work carried out on the instructions of the teacher, but without his direct involvement. Planning the amount of time for this work is made by teacher. Preparation of extracurricular work is organized with the recommended types of activities, according to the working program of discipline. Extracurricular works with the obligatory course create the conditions for the organization of practical, educational and creative problem solving training. It extends the scope of the obtained skills. Extracurricular work accompanies the whole course of discipline, it helps to maintain and increase the interest of students to acquire new knowledge. The study of any topic can be continued in extracurricular educational activities that will contribute to:

- expand and deepen knowledge and skills in mastering foreign language communicative activities;
- increase the motivation of students to the study of the subject;
- creative interaction of students;
- the practical mastery of speech activity;
- an increase in the active vocabulary of students.

For the successful preparation and realization of extracurricular activities required the organization of the stages of students' creative activity:

- research stage, which includes the collection and study of the necessary information;
- the stage of development at which the display of information in the required form, consultation with the teacher and the necessary adjustments;
- the stage of design - the search for a method to present task;
- the stage of presentation of the finished task.

An important task of extracurricular work is the development of creative abilities of students. It is impossible to form an active and creative person without the development of creative abilities, and the ability to efficiently solve non-standard tasks.

It determines the importance and actuality of the issues connected with the development of extracurricular activities to the formation and development of creative abilities of students in high education. The extracurricular work has great opportunities to provide the needs and interests of each student, which can not be reached during the educational process.

Nowadays the modern teacher has a main problem - how to improve interest to the subject, to teach students to think independently, to solve any task using their creativity, and to identify causes of low student motivation to learn.

There are different ways to solve this problem:

1. It needs to modify different types of activities and teaching methods: explanatory and illustrative, partial search or research.

Using the partially-search method, the teacher organizes not the report or the presentation of new information, but the search for new knowledge through a variety of means. Students under the guidance of a teacher on their own reasoning, solve emerging cognitive tasks, create and solve problematic situations, analyze, compare, generalize, draw conclusions, with the result that they formed a lasting conscious knowledge.

The research method is interesting because the students with the help of teacher formulate the problem and find knowledge on their own, during research process of this problem by comparing the different answers. The teacher only controls the process problem solving tasks, while the learning process is accompanied by the increased interest, the knowledge gained different depth, efficacy.

2. It needs pay attention to age and level of students, because they have different training after secondary school.

3. It must not forget about student's abilities.

Thus, an active independent work of students is only possible if there is a serious and sustained motivation. The strongest motivating factor is preparation for further effective professional activity.

Consider internal factors that contribute to activation of independent work. Among them are the following:

1. The usefulness of the work.

If the student knows that the results of his work will be used in a lecture course in teaching aids, laboratory workshop in preparing publications or otherwise, to do with the performance of the task significantly changing for the better and the quality of work increases. It is important to mentally adjust the student, to show him how to perform the work.

2. Participation of students in creative activities. They can be involved in scientific research, experimental design and methodical work.

3. An important motivating factor is the intensive pedagogy.

It involves the introduction of active methods of learning process, especially the training game, which is based on innovation and organizational activity games. In these games there is a transition from unilateral to multilateral knowledge of private knowledge about the object, its styling with the release of major conflicts, and not just the purchase decision-making skills. The first step in this approach is business or situational forms of employment, including the use of computers.

4. Participation in competitions in academic disciplines and competitions of scientific research or applied research, etc.

5. Using the motivating factors of knowledge control (accumulative assessment, rating tests, non-standard examination procedures).

These factors under certain conditions can cause the desire to adversarial proceedings, which in itself is a strong motivating factor for student improvement.

6. Encouraging students for academic success and creative activities (scholarships, bonuses, incentive points) and sanctions for poor education.

For example, for the work handed over ahead of schedule, you can put down a higher assessment, and otherwise reduce it.

7. Individual tasks performed both in the classroom and outside it, constant updating it

8. The personality of teacher is one of motivational factors in an intensive academic work

The teacher can be an example for the student as a professional, as a creative person. The teacher can and should help the student to reach their creative potential, to determine its prospects for internal growth.

9. Motivation independent educational activity can be enhanced by using this form of organization of educational process as Cyclic training ("immersion method").

A variation of this type of training is to conduct several hours of practical training, covering several topics and courses aimed at addressing cross-cutting tasks.

Extracurricular work contributes to the development and maintenance of stable interest of students to a foreign language, the formation of their creative abilities. It mobilizes the attention and memory, develops a sense of responsibility, teamwork and teaches independence. This work offers a variety of tools that allow you to make foreign language learning more interesting and varied, to help students overcome the psychological barrier of communication, develop creative abilities, instill a sense of beauty and to get rid of boredom and tiredness at the lessons.

For efficient organization of extracurricular work in a foreign language is necessary to observe certain methodological principles. The basic principles of extracurricular activities are [4]:

1. The principle of communication training with life, which provides a close relationship between extracurricular activities and real-life conditions.

The implementation of this principle ensures the close connection extracurricular activities in a foreign language with the conditions of life and activity of students. It can be the organization of meetings with the people who use a foreign language in their professional activity or finding information about current events in the life of the countries of studied language, discussion of the news, have a vital character.

2. The principle of communicative activity of students, which is based on creating situations and conditions that approximate communication in a foreign language to communicate in natural conditions.

This principle is the ability to choose the affordable and the most interesting for the students activities and in extracurricular activities is provided by the selection of language and speech material, which represents the personal significance for the students, the creation of situations and conditions that approximate communication in a foreign language to communicate in natural conditions, the extensive use of visualization and technical training, providing the possibility of intellectual and emotional self-affirmation. Here a particularly important role is played by the ability of the teacher to create a student-significant for students of target setting, distribute the roles in the team, in time to see the success and encourage students to distribute the roles in such a way that each participant can show their strongest side, etc.

3. The principle of continuity of extracurricular work with the training sessions, consisting in direct communication content of the material and theme extracurricular activities.

4. The principle of combining collective, group and individual forms of work, facilitating the maximum efficiency of educational activity, provided the competent organization.

5. The principle of inter-subject relationship, realizing holding extracurricular foreign language activities in close relation with other objects.

6. The principle of examination of student's language level.

It is necessary both in the classroom and in extracurricular work of students to achieve the conscious application of their knowledge and skills. Understanding the content of material allows students to include it in the speech activity and thus formed their interest in a more in-depth study of a foreign language.

7. The principle of taking into account the age characteristics of students.

It determines the motives of interest in the activity itself; it is important to ensure a diverse, able to inspire students' communicative activity and try to arrange it so that the students felt the satisfaction of the results achieved. This may be a Practice and singing songs, dramatization of dialogues and stories, puppet theater and so on. D. Students interests of the broad, unstable and superficial, so dominated by activities such as role play, simulating real situations of communication, various competitions and contests, the use of works of literature and art. is also the most common type of activity can be called international friendship clubs, public organizations and associations.

8. The principle of inter-subject relationship in the preparation and conduct of extracurricular work in a foreign language.

Extracurricular work in a foreign language should be done not in isolation but in close relationship with other subjects. The use of interesting materials on the geography, history, literature, enriching extracurricular work, promotes interest in her students and the quality of its implementation.

If participation in extracurricular activities is voluntary, all these principles increase in the tens or hundreds of times educational effectiveness.

Extracurricular activities can be divided into two groups: language (the purpose of which is to identify the level of development of the material) and creativity (assuming the use of creativity and create your own final product).

The main aim of extracurricular work is the development of creativity of students. But the creativity realizes through two components in the educational process:

- professional self-development
- creative self-development.

Professional self-development is a self-improvement of their knowledge and skills to improve the efficiency of professional activity [5].

As for creative self-development, it is aimed at the formation and development in the subject of their creative abilities, and communication skills, which in future will help to determine and act in unexpected and contradictory conditions.

The result of creative self-development must be regarded as an independent activity of the person having developed independent thinking, able to reject stereotypes and standards, established values, and gives a unique final result.

In the educational institution the process development of creativity of the future specialist should be realized on such conditions by which the student will continuously aim at usage of their creative abilities. These conditions include:

- the use of various forms of extracurricular activities, which are based on the principle of activating students' creativity (creative activities, festivals, competitions, quizzes, etc);
- creation of problematic situations that are generalized abstract, a decision which is developed in the form of free choice of activities, means of activity, means of communication;
- orientation of the student on the final result of their operations, which improves both internal and external motivation for learning;
- the provision of educational support, allowing to coordinate the actions of students and increase their level of independence.

There are many basic kinds of extracurricular work in studying foreign languages [6]:

- Exercises aimed at the development of lexical and grammatical skills;
- Listen to audio content and implementation of the relevant tasks;
- View the video and perform the proposed tasks;
- Home reading and the reading of additional literature on sections of the textbook;
- Regular «live» meetings with native speakers;
- Conducting student research conferences, the university and intercollegiate competition;
- Chat online via Skype.

Designated principles and conditions provide a targeted, consistent, systematic and, at the same time versatile influence on personality development. As we move students from the course to a course is offered

to increase the creative component of extracurricular work of students. In the process of preparation for extracurricular work, particular attention is paid to the formation of the following professional competences: the expression of ideas in oral and written form; mastery of the technique of public speaking; ability to work in a team; the ability to project activities; the ability to quickly adapt to new situations; the ability to efficiently manage time (effective time management); ability to perform the work themselves.

Personal competences formed during extracurricular work include:

- the ability to develop their cognitive abilities;
- ownership of intellectual feelings in relation to the process of learning;
- possession of creative thinking; participate in cross-cultural communication;
- counter information manipulation and aggression;
- ability to make decisions in relation to the development of personal potential;
- the implementation of self-organization and self-management of personal development.

The special value of extracurricular work lies in the fact that it is an activity in which most fully manifest creative abilities of all students with different levels of knowledge of a foreign language. And it is developing and expanding forms of extracurricular work will create a situation of real communication and active use of foreign languages in real situations. It should also be emphasized that extracurricular activities can not only greatly enhance the intellectual, linguistic and communicative level of the students, but also solve the problems specific to this activity, such as:

- 1) the organization of free time of students for the purpose of common development, cultural, moral and aesthetic education;
- 2) disclosure of personal talent (vocal abilities, acting).

The basic idea of extracurricular work in that it is carried out by the students and for the students, their desires and interests are primary in choosing its theme and content. The very preparation of the event is an important step, as it contributes to the awakening of interest in, and communication of students with the teacher and with each other has a cognitive value, expanding the aesthetic perception and imparts flavor.

Implementation of extracurricular activities also provides a great opportunity for teachers to demonstrate their educational activity, creativity and the ability to organize students.

The content of extracurricular work is a very important aspect, since the students have the opportunity to learn more about the traditions and customs of the countries studied language, which are reflected in folk songs, dances, poems and games.

Time dictates new forms of work with students and on how well it is spent depends on the subject of the authority and prestige of studying.

Thus, we can draw the following conclusion: when properly prepared extracurricular activities can observe the effectiveness of the use of different active teaching methods and increasing the motivation to learn English. Students are not only important part of the stimulus measures and encouragements (prizes, gifts, points for participation), and active participation in social life (support for leading teachers, respect and recognition of fellow students). English language teacher acts as a facilitator, guiding students on achievement of certain peaks.

Extracurricular work raises the general level of foreign language, which is reflected in the course of compulsory education, developing students' communication skills and interpersonal skills, professional communication, promotes the formation of their moral principles, ideological and professional culture. Independent work of students in a foreign language in not language high school, being today one of the mandatory requirements for the organization of the educational process, is designed to promote the creative potential of the individual student and the development of skills of self-organization and self-education, which provides him with continuous personal and professional growth.

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### **Студенттердің өздігінен шығармашылық дамуындағы шет тілі бойынша сабақтан тыс жұмыстың рөлі**

Мақалада шет тіліндегі аудиториядан тыс жұмыстарының аясында студенттердің шығармашылық қабілеттіліктерін дамыту мәселесі қарастырылды. Студенттердің өздігінен шығармашылық дамуындағы аудиториядан тыс артықшылықтары және шет тілін меңгеруге ынталандыруын дамыту әдістері анықталды. Студенттердің коммуникативтік белсенділігі принциптерін жүзеге асыру сұрақтары мен аудиториядан тыс әрекеті табыстылығының ұйымдастыру-педагогикалық жағдайларының сипаттамасына ерекше назар аударылды.

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### **Роль внеаудиторной работы по иностранному языку в процессе творческого саморазвития студентов**

В статье рассмотрена проблема развития творческих способностей студентов в рамках внеаудиторной деятельности на иностранном языке. Выделены преимущества внеаудиторной работы для творческого саморазвития студентов и определены способы повышения мотивации к изучению иностранного языка. Особое внимание уделено вопросам реализации принципов коммуникативной активности обучающихся, а также характеристике организационно-педагогических условий успешности внеаудиторных занятий.

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