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THE IMPORTANCE OF EXTRACURRICULAR ACTIVITIES IN TEACHING ENGLISH AS FOREIGN LANGUAGE TO PRIMARY SCHOOL PUPILS

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Extracurricular activities (ECAs) are an essential element of a person's overall development. It also helps children socialize, reach an agreement, and work as a team and a community in high schools. ECAs can assist pupils to bond with one another and relieve stress. Furthermore, ECAs not only help children discover their skills and shortcomings, but they also help them find something they like doing outside of school.

The implementation of extracurricular or cultural activities is very beneficial for primary schoolchildren. However, English learners tend to wait to participate in activities until they feel more confident with the English language. They tend to fear communication with peers and staff, so they abstain from ECAs. Yet, English learners could benefit from outside activities by socializing with teammates, which helps them develop their English skills and feel a part of the school community [3].

In countries that teach English as a second language, English teachers need to encourage pupils to develop their ability to recognize the usage of the language around them and take responsibility of their learning as autonomous learners [1]. The better insight on the topic reveals that pupils before participating in the activities pay less attention to English used in their everyday life. On the contrary, ECAs highly increase awareness of ESL learners of speaking English on a regular basis out of the class (while listening to songs, watching cartoons, having book clubs and dinner dates, being involved in a school theatre, reading news and sharing it in social media, playing offline and online games etc.).

More precisely, well-organized extracurricular activities will support the primary benefits of knowledge provision, such as extending knowledge in many domains of English and supplementing and updating information. Thus, they will encourage pupils to develop their communication and interpersonal skills [4].

What concerns teachers' contribution to out-of-class English learning, confidence in communicating is critical. If teachers trust, assign and support extracurricular activities, they will be able to influence the pupils' perspectives and ways of living. They will joyfully do the activity, gradually gaining self-assurance and speaking English more fluently. Each time, the pupils will become more acquainted and the teacher will deliberately instill the habit of speaking the foreign language in the most natural manner possible [2].

All in all, ECAs' success is influenced by a number of critical aspects, including teachers, students, the environment and culture, the curriculum, and leaders. When designing extracurricular events, teachers or organizers must consider a variety of factors, including the children's English proficiency, age, background, region, psychology, and interests or

concerns [2]. Care, such as friendship and affection for learners, is used to develop appropriate program content in order to assist them in gently but effectively opening a new door of knowledge, so that they always perceive leaning as play and play as learning.

Regardless of how hard the teacher tries, if the students are not completely informed, disinterested, lack self-discipline, initiative, or inventiveness, ECAs will be difficult to accomplish [2, 3]. Therefore, when developing an English extracurricular program, the learner factor must be prioritized, as this aspect dictates the programs content. For pupils to succeed, lessons must be regular and practically oriented.

The setting in which extracurricular activities are organized can be one of the factors that motivate students to engage. With the mindset of a pupil who is constantly on the lookout for new experiences and is constantly bored with the mundane activities should take place outside of the classroom and should be connected to the culture's way of life, communication, behavior, customs and habits [2, 3].

In summary, there should be promotion and assistance for teachers and pupils regarding the organization and involvement in ECAs. Their excitement is contingent on a variety of factors, including the nature of the extracurricular activity, how it is organized, who they are participating with, the topic, and the amount. Despite some constraints, such as how much time they have, how they manage, and what the spendings are, ECAs benefit both teachers and pupils, especially when it comes to providing a natural practice environment [2].

To conclude, primary school pupils become productive when they are involved in extracurricular activities. As long as children are encouraged to learn, they will stand a better chance of achievement. Achievement deals with pupils' capability, capacity, eagerness, regular participation in ECAs and their being sociable. ECAs can help pupils to have a good command of English at the same time. These activities support the characteristics of approaches we apply in a foreign language learning process. Instead of following a fixed school curriculum, school coordinators and language teachers should think of the language oriented ECAs to be embedded and implemented in the out-of-school routine [4]. With no doubt, young ESL learners will be eager to practice in a friendly and tolerant community within extracurricular activities.

References:

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