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ORGANIZING EXTRACURRICULAR ACTIVITIES IN ENGLISH LANGUAGE IN PRIMARY SCHOOL USING PROJECT-BASED TECHNOLOGY

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Abstract

This article explores the use of project-based technology in organizing extracurricular activities for English language learning in primary school. It begins by highlighting the importance of English language proficiency in today's globalized world and the benefits of incorporating technology into language education. The article then explains what project-based technology entails in the context of language learning and discusses its advantages for promoting collaboration, creativity, and authentic language use.

The article goes on to list and describe different types of extracurricular activities that can be organized using project-based technology, such as language clubs, cultural exchange projects, storytelling and drama workshops, and online language games and competitions. It provides step-by-step guidance on how to implement project-based technology in extracurricular activities and discusses the potential benefits for students, including improved language proficiency, enhanced communication and collaboration skills, increased cultural awareness and global citizenship, and increased motivation and engagement in language learning.

Keywords: Project-based technology, extracurricular activities, English language learning, primary school, language acquisition, collaboration, creativity, authentic language use, the Think-Pair-Share technique.

Nowadays, great importance is attached to the competency-based approach in education. A graduate of a general primary education institution has to form ten basic competencies, including foreign language communicative competence. The importance of extracurricular work in English language learning is explained, on the one hand, by the insufficient number of classroom hours for learning a foreign language, on the other hand, by the need to maintain pupils' interest to learn a foreign language. The problem of improving the quality of extracurricular activities as a means of additional language education for pupils has always been relevant. Many scientific works are devoted to various aspects of extracurricular work in



English, which reveal content, methods, tasks, purpose and principles. All these determine the relevance of this investigation.

The primary goal of this initiative is to create an interactive and engaging learning environment that fosters English language proficiency, creativity, and critical thinking among primary school students. By combining project-based learning methodologies with technology tools, we aim to enhance students' language abilities while nurturing their collaborative and problem-solving skills.

Extracurricular is one option to be able to learn English in a more fun way. There is an increasing awareness among teachers and educators of the importance of ECAs in teaching and learning English as a foreign language. These extracurricular activities enhance students' performance and allow them to take the initiative, make independent decisions, and possess communication abilities away from the pressure of evaluation, grades and exams. (Yildiz, Y. 2015).

English as a Foreign Language (EFL) requires learners' exposure to what educators call the language skills: reading, speaking, writing and listening. Language teachers' aim is to make students acquire language skills to ensure achievement both in oral and written communication.

Additionally, extracurricular activities are student experiences that are not included in the education. These activities are a significant part of education. It has been proved that extracurricular activities are as necessary as regular classes for development of skills. (Eccles, Barber, Hunt,2003)

Furthermore, extracurricular activities are good opportunities for students to achieve their goals. Students discover and develop their skills through these activities for achievement.

Basic Principles of Extracurricular Activities: Educators' aim is to motivate and help students gain both socially and academically, make accomplishments in life. Therefore, it is essential to take some principles into consideration. The principles below mostly have been developed by the researcher and most of them tested in the research.



1. Taking an action in ECA is more important than the expected results which will be probably gained in a very long term, because it gives an opportunity to the lecturer and student to be communicative. Students who are silent at lessons can be initiating and loquacious in extracurricular activities.
2. Extracurricular activities should be carefully planned and executed. Major principle to follow is the requirement that students are involved in only one extracurricular activity at a time and accordingly, setting should be strictly monitored and regulated by the teacher, though the activities themselves are voluntary and aim at involving students through their increased motivation. However, teacher monitoring should be covert and involvement is advised to be limited. Even so, a variety of extracurricular activities are to be offered to students as long as the aforementioned principle is observed – students are involved in one activity only at a time. (Holland, Andre.1987)

The components of extracurricular activities in primary school.

As extracurricular activities can be organized with step-by-step guidance there are several ways to get more potential benefits for students. One of them is the Think-Pair-Share technique is a great way to engage students in discussing and brainstorming ideas for organizing extracurricular activities. Here's how you can incorporate it into the planning process:

1. Think: Start by giving students a few minutes to individually brainstorm ideas for extracurricular activities they would like to see at the school. Encourage them to think creatively and consider a variety of interests and hobbies.
2. Pair: Next, have students pair up with a partner to discuss their ideas. They can share what they came up with during the thinking phase and collaborate on combining or expanding on their ideas. This step allows students to bounce ideas off each other and come up with more innovative solutions.
3. Share: Finally, bring the pairs together as a group to share their ideas with the rest of the class. This can be done through presentations, group discussions, or even



written proposals. Encourage students to listen to each other's ideas, provide feedback, and work together to select the best extracurricular activities to pursue. By using the Think-Pair-Share technique, students can actively participate in the planning process, collaborate with their peers, and take ownership of the extracurricular activities they want to see at their school. (Sokhiba, R. 2023)

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STRATEGIES AND TECHNIQUES FOR OVERCOMING A CRITICAL SITUATION DURING SIMULTANEOUS INTERPRETATION

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Abstract

Teaching foreign languages as non-native is a challenging task that presents numerous obstacles for both learners and educators. Despite advancements in teaching methodologies and materials, various problems persist, hindering the effective acquisition and mastery of the target language. This scientific article delves into the key issues associated with teaching foreign languages as non-native, showcasing examples to illustrate their impact.

Keywords: Non-native learners, Language acquisition, Native language interference, Pedagogical training in simultaneous translation, Authentic materials, Cultural biases