

УДК 378.011.3-051:373.3]:37.016:811

DOI <https://doi.org/10.33989/2519-8254.2021.9-10.263670>

ORCID 0000-0002-9894-4944

FUTURE PRIMARY SCHOOL TEACHER TRAINING IN ORGANIZING
EXTRACURRICULAR ACTIVITIES IN A FOREIGN LANGUAGE**Olha Palekha,**Candidate of Pedagogical Sciences, Senior Lecturer of the Department of Primary Education,
Natural and Mathematical Disciplines and Methods of Their Teaching,
Poltava V. G. Korolenko National Pedagogical University

Статтю присвячено висвітленню питання підготовки вчителя початкових класів до організації позакласної роботи з іноземної мови. Авторкою зауважено, що трансформаційні зміни, які відбуваються в сучасному українському суспільстві, та євроінтеграційні процеси зумовлюють необхідність надання особливої уваги викладанню іноземної мови. З'ясовано, що підвищення іншомовної комунікативної компетентності молодших школярів вимагає пошуку цікавих методів і форм навчання, які б відповідали віковим особливостям розвитку учнів початкових класів.

У цьому контексті позакласну роботу з іноземної мови визначено особливо важливою для реалізації комунікативних цілей оволодіння іноземною мовою. Підкреслено, що позакласна робота має низку вагомих переваг, зокрема, забезпечує більшу розкритість учнів у процесі виконання завдань, ініціативність дітей у різноманітних творчих видах роботи; крім того, діти поводяться невимушено, емоційно, вдаються до власних прийомів висловлювання думки. У зв'язку з цим, особливу увагу у процесі підготовки майбутніх учителів початкових класів необхідно надавати організації позакласної роботи як важливому складникові формування іншомовної комунікативної компетентності молодших школярів.

Авторка аналізує трактування поняття «позакласна робота», представлене в наукових розвідках вітчизняних учених; надає характеристику різних форм позакласної роботи з іноземної мови, зокрема, індивідуальної, групової і масової. Нею виокремлено основні компоненти підготовки майбутніх учителів початкових класів до організації такої роботи з учнями. Так, майбутніх учителів ознайомлюють із загальними засадами організації позакласної роботи у процесі вивчення професійно зорієнтованих навчальних дисциплін «Вступ до спеціальності «Початкова освіта», «Загальні основи педагогіки», «Дидактика початкової освіти», «Теорія та методика виховання»; специфіку організації позакласної роботи з іноземної мови засвоюють під час вивчення навчальної дисципліни «Методика іншомовної освіти».

Практична підготовка майбутніх учителів початкових класів відбувається під час проходження виробничої практики у школі й виконання низки завдань із модуля «Методика іншомовної освіти», коли майбутнім фахівцям пропонують провести позакласні заходи з іноземної мови, зокрема у формі квесту.

Ключові слова: позакласна робота, іноземна мова, професійна підготовка, вчитель початкових класів, молодші школярі, квест.

Formulation of the problem. The reform of national secondary education, which began with a primary school in 2018, is an integral component of the radical renewal of the entire educational system. The New Ukrainian School (NUS) needs a new teacher who can become an agent of change. A Ukrainian school will be successful if a successful teacher comes to it. Successful teachers will solve many questions regarding the quality of teaching, the amount of homework, communication with children, and the school administration. A leader who can lead, who loves their subject, and who teaches it professionally must come to the children (Грищенко, 2018). It should be added that such a teacher should prepare a competitive young generation capable of lifelong

learning, self-improvement, and self-development. It is essential to educate children with critical, independent, and creative thinking, who know how to set goals and achieve them, communicate constructively in their mother tongue and foreign language and work in a team. Besides the changes that are taking place in social relations, the direction of European integration requires the improvement of schoolchildren's communicative competence and their foreign language training improvement. Therefore, studying foreign languages as a means of communication has gained priority importance. In this context, the issue of primary school children's communicative competence formation has become particularly relevant.

According to T. Polonska, today's main goals facing a foreign language teacher are the development of certain personality features and the formation of key and subject competencies, which should create a basis for the efficient and comfortable life of the new generation in society (Полонська, 2019). In this regard, extracurricular activities are crucial for the realization of the communicative goals of teaching a foreign language as a lesson. Moreover, it has a number of its advantages. For example, by participating in extracurricular activities, primary school children become more relaxed in completing tasks than in class. They can initiate various types of creative work. Children behave casually and emotionally and resort to their own methods of expressing thoughts. Another advantage is the possibility of a much broader implementation of various forms of work and the use of a full range of pedagogical technologies, which sometimes cannot be tested even in class. In this regard, in the course of training future primary school teachers, special attention should be paid to the organization of extracurricular activities as a significant component of the primary school children's foreign language communicative competence formation. It contributes to the creation of such an atmosphere that would promote positive communication and stimulate pupils' speech activity.

Analysis of recent research and publications. Such Ukrainian scientists as N. Bibik, V. Bondar, N. Kichuk, O. Matvienko, O. Savchenko, S. Sysoieva, L. Khomych, L. Horuzha, and others studied the theoretical and methodical foundations of primary school teacher training. Among the researchers of foreign language teacher training in institutions of general secondary education, one can mention V. Barkasi, O. Bihich, N. Borysko, V. Burenko, O. Voloshina, V. Kalinina, R. Martynova, S. Nikolaieva, T. Polonska, etc. Peculiarities of extracurricular activities organization at a modern primary school were studied in various directions, namely extracurricular activities in the system of school activities (M. Krasovytskyi, S. Martynenko, A. Sydorkiv, et al.); psychological foundations of the organization of extracurricular activities in a modern school (I. Bekh, A. Hrechishkina, O. Krutenkyi, L. Sokolova, et al.); issues of the content and directions of extracurricular activities (V. Verbytskyi, I. Kazanzhy, L. Kanishevskaya, V. Rybalka, D. Fedorenko, et al.). However, today there are almost no publications devoted to future teacher training in the organization of extracurricular activities in a foreign language with pupils of primary school age in accordance with the requirements of the New Ukrainian School.

The purpose of the paper is to outline the specifics of training future primary school teachers to organize extracurricular activities in a foreign language.

Presenting main material. According to the State Standard of Primary Education, the goal of learning a foreign language is the formation of foreign language communicative competence for direct and indirect intercultural communication. It ensures the development of other key competencies and the satisfaction of various life needs of the learner (*Державний стандарт початкової освіти*, 2018). It is worth noting that the achievement of this goal occurs not only in the process of classroom work but also in effectively organized extracurricular activities in a foreign language. Competently organized and conducted extracurricular activities deepen and expand knowledge of a foreign language and promote pupils' interest in learning it, increasing motivation to get to know its culture. Extracurricular activities systematize and improve the acquired knowledge and skills. They develop communicative competence and help to reveal primary school children's skills and talents.

Extracurricular activities are a logical and consistent continuation of a holistic educational process in a primary school. Encyclopedia of education defines extracurricular activities as an integral part of educational work, which is carried out by a pedagogical team with a pupil or a group

of pupils in extracurricular time in order to improve their knowledge, abilities, skills, individual inclinations and abilities, as well as to ensure rest and satisfaction interests (Кремень, 2008).

We agree with M. Fitzula's definition, which considers extracurricular activities as a variety of educational work aimed at satisfying children's interests and requests, which are organized by the school's teaching staff with pupils during extracurricular hours (Фіцула, 1997).

V. Bondar notes that it is expedient to consider extracurricular activities as a purposeful interaction between a primary school teacher and pupils. These activities are aimed at forming, consolidating, and deepening knowledge, mastering practical skills and abilities during the educational process, identifying abilities and aptitudes, nurturing key personal features (humanity, discipline, purposefulness, etc.) (Бондар, 2019).

The following forms of extracurricular activities are used in schools: individual, group, and mass. (Іванова, 2014).

Individual extracurricular activities are carried out with individual pupils who perform the following ones: prepare mini-projects (My family and I, Our Christmas tree, My favorite toy, My best friend, Meet my brother/sister, My favorite bird, my favorite animal, Different seasons – different clothes); prepare short messages about significant dates and events, cartoon characters, holidays, etc; learn poems, songs, excerpts from literary works in a foreign language; make visual aids, design wall newspapers, albums, stands. Individual activities are carried out continuously or sporadically.

The group form of extracurricular activities has a clear organizational structure and a relatively constant composition of participants united by common interests. This form includes various groups, speaking clubs, drama clubs, extracurricular reading clubs, etc. Group extracurricular classes are held regularly.

Mass forms of extracurricular activities do not have a clear organizational structure. These include events such as amateur artistic evenings, festivals, contests, carnivals, themed evenings, etc. These events are held sporadically.

In order to ensure the integrity and continuity of the process of preparing students for extracurricular activities in a foreign language with primary school children, future teachers are introduced to the general principles of organizing extracurricular activities in the course of studying professionally-oriented academic disciplines. By studying these disciplines, students get acquainted with the general principles of organizing extracurricular work in elementary school. For example, the academic discipline «Introduction to the Specialty Primary Education» has the topic «Essence of the integrated pedagogical process in primary school,» which reveals the necessity to integrate classroom and extracurricular activities. In the course of studying «General Foundations of Pedagogy» future primary school teachers get acquainted with the essence of the integrated pedagogical process, in particular, in the classroom and out of it. The discipline «Didactics of Primary Education» is dedicated to the issues of forms of education, the essence, functions, and structure of the learning process, which includes extracurricular activities. The discipline «Theory and Methods of Education» introduce students to the issues of organization of leisure time of children of primary school age, methods of design and preparation of an educational case scenario, and competitions as the method of preparation and conduct.

Students study the specifics of the organization of extracurricular activities in a foreign language in the course of studying the discipline «Methods of Foreign Language Education.» In particular, students study the following issues:

- goals, objectives, and principles of extracurricular activities in a foreign language; connection of extracurricular activities with educational activities in class;
- psychological and pedagogical aspects of extracurricular activities at primary levels of foreign language learning;
- forms of extracurricular activities in a foreign language in a primary school;
- the process of planning extracurricular activities;
- methods of conducting events of a competitive nature.

In the process of gaining knowledge, future primary school teachers are convinced of the need to take into account the specific characteristics of primary school children, the characteristics of collective life, and the pupil's individual features (Палеха, 2021).

Knowing about primary school children's age and individual characteristics, teachers are able to organize extracurricular activities successfully and efficiently. Thus, students' attention is drawn to the following issues:

1. A primary school teacher should take into account a wide range of pupils' interests, and it is advisable to encourage children to participate in playful and competitive activities.

2. A primary school teacher should organize the work of various groups and clubs, in particular a puppet theater, a drama group, etc.

3. A primary school teacher should engage all children to participate in extracurricular activities in a foreign language despite their academic achievements, and offer them various activities.

4. A primary school teacher should change the types of extracurricular activities, remembering that it is not necessary to switch, but also to be busy, saturated with work.

5. It is necessary to use gadgets and ICT.

6. A primary school teacher should write a script for events so that children's emotions are taken into consideration

7. In order to develop children's curiosity, a teacher involves them in searching for interesting information about the foreign language or the country where it is spoken.

8. It is crucial to trust children, develop their creative abilities and self-confidence, and give them the opportunity to express themselves in various activities.

Another significant component of the preparation of future primary school teachers for the organization of extracurricular activities in a foreign language is their practical training. Students' practice at school is an integral component of the educational process, which aims to consolidate and deepen theoretical knowledge, acquire professional skills within the future specialty, and accumulate independent work experience.

Practice is as compulsory as the study of the theoretical disciplines of the curriculum, and is closely related to their mastery.

Among the main objectives of the practice are conducting extracurricular activities and various educational activities on various subjects and in a foreign language in particular. Students master the skills to methodically correctly plan and organize extracurricular activities in a foreign language, adhering to didactic and methodical principles, forms, methods, and techniques of teaching, education, and development of primary school children in extracurricular time.

Students are given the task of designing, preparing, and holding an extracurricular event in a foreign language. One of the activities suggested for the student to organize is a quest, as it corresponds to the development of primary school children's age characteristics of younger schoolchildren.

Scholars K. Zhurba and I. Shkilna consider a quest as a team adventure game in which participants must complete tasks according to the plot (Журба, & Шкільна, 2017), and only if they are correct, they determine the further direction or become a key, a hint that can be used on the way to the final. During the quest, children are offered, for example, to overcome obstacles, and help the characters get to a certain place, which in fact reliably leads to the set goal. O. Mishahina notes that a quest is a didactic game with all its features, i. e., educational objectives, time limitations, rules, focus on the result, and specific roles of all participants (Мішагіна, 2013).

The analysis of psychological and pedagogical literature on the issues of applying modern educational technologies made it possible to determine the main goals of quests. O. Mishahina states that they are the following: to teach pupils to think critically, to develop their cognitive activity, the ability to coordinate their actions with other game participants; to promote the display of research activity of children in the course of solving tasks of various types and finding results through original actions; make decisions independently, and take responsibility for their implementation; to cultivate confidence, a culture of communication, benevolence, emotionality (Мішагіна, 2013).

When designing a quest, the future teacher should take into account the fact that, depending on the plot, they can be the following: linear, when the players, having completed one task, receive the next one, and so on until the end of the route; assault, where all participants have the main task

and a list of places with hints, but at the same time they independently choose the ways to achieve the goal; circular, which resemble a linear quest, but the teams start from different points, which will be their finishing points (Льченко, 2012).

L. Popova and O. Popova note that the primary school teacher should remember that the quest has clear rules of design. They are the following:

1. Announcement of the quest topic and its purposes. As an option, the teacher can offer pupils to formulate a goal with the help of certain prompts (items, questions, etc.).

2. Motivation.

3. Planning. Depending on the quest topic and purposes, children independently determine the course of action to achieve the desired result.

4. Practical activities of younger students. Players perform a series of tasks prepared by the teacher earlier.

5. Monitoring and control. According to the rules of the quest, if pupils perform one task incorrectly, the transition to the next one is blocked, which encourages them to find the error and try to correct it themselves.

6. Correction. If necessary, primary school children return to the previous task, make corrections and continue moving towards the goal.

7. Evaluation of participants' actions. Pupils comment on the results of the game and evaluate the actions of the entire team and its individual members.

8. Summary of the quest results (Попова, Л. & Попова, О., 2019).

Conclusions. Thus, extracurricular activities are an efficient means of primary school children's foreign language communicative competence formation. In the course of organizing extracurricular activities, primary school teachers should be aware of the importance of following recommendations, in particular, informativeness and meaningfulness, which contribute to the realization of practical and general educational goals of extracurricular activities; communicative orientation means that all types of extracurricular activities should ensure the use of a foreign language as a means of receiving and transmitting information in typical natural communication situations; situationality, which means that vast majority of extracurricular activities should be based on situations that are the subject background and stimulus for purposeful speech acts; orientation of activities to increase pupils' speaking; the emotionality of extracurricular activities, which helps to increase pupils' interests in foreign language learning.

ЛІТЕРАТУРА

Бондар, В. (2019). Підготовка майбутніх учителів початкової школи до здійснення позакласної роботи. *Молодь і ринок*, 11(178), 144-148.

Грищенко, М. (Ред.). (2018). *Нова українська школа. Концептуальні засади реформування середньої школи*. Київ.

Державний стандарт початкової освіти. № 87 (2018). Взято з <http://zakon.rada.gov.ua/laws/show/87-2018-%D0%BF>].

Журба, К. & Шкільна, І. (2017). Квест як засіб формування національно-культурної ідентичності підлітків. *Рідна школа*, 11, 44-51

Іванова, І. В. (2014). Extracurricular activities in the process of foreign language education of future primary school teachers. *Вісник психології і педагогіки*, 1-2.

Льченко, О. В. (2012). Використання web-квестів у навчально-виховному процесі. Взято з http://osvita.ua/school/lessons_summary/proftech/32834/].

Кремень, В. Г. (Ред.). (2008). *Енциклопедія освіти*. Київ.

Мішагіна, О. Д. (2013). Використання квесту як засобу активізації навчальної діяльності учнів Взято з http://ru.osvita.ua/school/lessons_summary/edu_technology/34730/]

Палеха, О. (2021). *Робоча програма навчальної дисципліни «Методика іншомовної освіти» підготовки здобувачів першого (бакалаврського) рівня вищої освіти з освітньої програми «Початкова освіта» за спеціальністю 013: Початкова освіта*. Полтава.

- Полонська, Т. (2019). Підготовка сучасного вчителя іноземної мови початкових класів у контексті ідей Нової української школи. *Підготовка майбутніх педагогів у контексті стандартизації початкової освіти : матеріали III всеукр. наук.-практ. інтернет-конф.* (с. 45-51). Бердянськ.
- Попова, Л. & Попова, О. (2019). Застосування квест-технології як засіб активізації пізнавальної діяльності молодших школярів. *Підготовка майбутніх педагогів у контексті стандартизації початкової освіти : матеріали III всеукр. наук.-практ. інтернет-конф.* (С. 51-56). Бердянськ.
- Фіцула, М. М. (1997). *Педагогіка*. Тернопіль: ТДПУ.

REFERENCES

- Bondar, V. (2019). Pidhotovka maibutnix uchyteliv pochatkovoї shkoly do zdiisnennia pozaklasnoi roboty [Preparation of future primary school teachers for extracurricular activities]. *Molod i rynek [Youth and the market]*, 11(178), 144-148 [in Ukrainian].
- Derzhavnyi standart pochatkovoї osvity [State standard of primary education]*. No. 87. (2018). Retrived from: <http://zakon.rada.gov.ua/laws/show/87-2018-%D0%BF> [in Ukrainian].
- Fitsula, M. M. (1997). *Pedahohika [Pedagogy]*. Ternopil: TDPU [in Ukrainian].
- Hryshchenko, M. (Red.). (2018). *Nova ukrainska shkola. Kontseptualni zasady reformuvannia serednoi shkoly [New Ukrainian school. Conceptual principles of secondary school reform]*. Kyiv. Retrived from: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/nova-ukrainska-shkola-compressed.pdf> [in Ukrainian].
- Ilchenko, O. V. (2012). *Vykorystannia web-kvestiv u navchalno-vykhovnomu protsesi [The use of web-quests in the educational process]*. Retrieved from: http://osvita.ua/school/lessons_summary/proftech/32834/. [in Ukrainian].
- Ivanova, I. V. (2014). Extracurricular activities in the process of foreign language education of future primary school teachers [Extracurricular activities in the process of foreign language education of future ghost shul teachers]. *Visnyk psykholohii i pedahohiky [Herald of psychology and pedagogy]*, 1-2 [in Ukrainian].
- Kremen, V. H. (Red.). (2008). *Entsyklopediia osvity [Encyclopedia of education]*. Kyiv [in Ukrainian].
- Mishahina, O. D. (2013). *Vykorystannia kvestu yak zasobu aktyvizatsii navchalnoi diialnosti uchniv [Using the quest as a means of activating pupils' educational activities]*. Retrieved from: http://ru.osvita.ua/school/lessons_summary/edu_technology/34730/ [in Ukrainian].
- Palekha, O. (2021). *Robocha prohrama navchalnoi dystsypliny «Metodyka inshomovnoi osvity» pidhotovky zdobuvachiv pershoho (bakalavrskoho) rivnia vyshchoї osvity z osvitnoi prohramy «Pochatkova osvita» za spetsialnistiu 013: Pochatkova osvita [The working program of the study discipline «Methodology of foreign language education» for the preparation of applicants of the first (bachelor's) level of higher education from the educational program «Elementary Education» in the specialty 013: Elementary Education]*. Poltava [in Ukrainian].
- Polonska, T. (2019). Pidhotovka suchasnoho vchytelia inozemnoi movy pochatkovykh klasiv u konteksti idei Novoi ukrainskoї shkoly [Training of a modern foreign language teacher for primary school in the context of the ideas of the New Ukrainian School]. In *Pidhotovka maibutnix pedahohiv u konteksti standartyzatsii pochatkovoї osvity» [Training future teachers in the context of primary education standardization] : Proceedings Ukrainian Scientific and Practical Internet Conference* (p. 45-51). Berdiansk [in Ukrainian].
- Popova, L. & Popova, O. (2019). Zastosuvannia kvest-tekhnohii yak zasib aktyvizatsii piznavalnoi diialnosti molodshykh shkoliariv [The usage of quest technology as a means of activating the cognitive activity of younger schoolchildren]. In *Pidhotovka maibutnix pedahohiv u konteksti standartyzatsii pochatkovoї osvity» [Training future*

teachers in the context of primary education standardization] : *Proceedings Ukrainian Scientific and Practical Internet Conference* (p. 51-56). Berdiansk [in Ukrainian].
Zhurba, K. & Shkilna, I. (2017). Kvest yak zasib formuvannia natsionalnokulturnoi identychnosti pidlitkiv [The quest as a means of forming the national and cultural identity of teenagers]. *Ridna shkola [Native school]*, 11, 44-51 [in Ukrainian].

FUTURE PRIMARY SCHOOL TEACHER TRAINING IN ORGANIZING EXTRACURRICULAR ACTIVITIES IN A FOREIGN LANGUAGE

Olha Palekha,

Candidate of Pedagogical Sciences, Senior Lecturer of the Department of Primary Education, Natural and Mathematical Disciplines and Methods of Their Teaching, Poltava V. G. Korolenko National Pedagogical University

The article is devoted to the issue of training primary school teachers to organize extracurricular activities in a foreign language. The author notes that the transformational changes which are taking place in modern Ukrainian society and the European integration processes make it necessary to pay special attention to teaching a foreign language. It has been found that developing primary school children's foreign language communicative competence requires efficient methods and forms of learning that correspond to the development of pupils' age-specific features.

In this context, extracurricular activities in a foreign language become crucial for the realization of the communicative goals of mastering a foreign language. It is emphasized that extracurricular activities have a number of significant advantages, in particular, greater freedom for pupils in the course of completing assignments and the initiative of children in various creative types of work. In addition, children behave casually and emotionally. They look for their own methods of expressing thoughts. In this regard, special attention is paid to the organization of extracurricular activities as an essential component of the formation of younger schoolchildren's foreign language communicative competence, which contributes to the creation of such an atmosphere that would promote positive communication and stimulate pupils' speech activity.

The author analyzes the interpretation of the category «extracurricular activities» presented in the scientific research of Ukrainian scientists. The characteristics of various forms of extracurricular activities in a foreign language, in a particular individual, group, and mass are presented.

The main components of the preparation of future primary school teachers for the organization of extracurricular work in a foreign language are highlighted. Thus, future teachers are introduced to the general principles of organizing extracurricular work in the process of studying the professionally-oriented academic disciplines «Introduction to the Specialty Primary Education»С, «General Fundamentals of Pedagogy», «Didactics of Primary Education», «Theory and Methodology of Education». The specifics of the organization of extracurricular activities in a foreign language are mastered directly in the course of studying the discipline «Methods of Foreign Language Education».

The practical training of future primary school teachers takes place in the course of practice at school and doing assignments in the «Methods of Foreign Language Education» module. Students are offered to conduct an extracurricular event in a foreign language, in particular in the form of a quest.

Keywords: *extracurricular activities, a foreign language, primary school teacher training, primary school children, a quest.*

Надійшла до редакції 22.12.2021 р.