



Interactive Technologies in Foreign Language Extracurricular Work as a Condition of Students' Foreign Communicative Competence Formation

Galina Chesnokova¹, Tatyana Voloshina²

Abstract

The analysis of psychological and pedagogical literature and foreign language teachers' experience of the problem of students' foreign language communicative competence formation during extracurricular activities are presented in the article. Forms and methods of such work are characterized. It is proved the advantages of interactive technologies.

The aim of the article is to examine effectiveness of interactive technologies of students' foreign language communicative competence forming during after-hour foreign language activities.

Relevance. The development of scientific and technological progress increases international relations, international communication, that, on the one hand, contributes to the development of cultural relations, on the other – requires from a specific society and the person qualities that contribute to effective cultural and information exchange. According to the new purposes, foreign language teacher's aim is to introduce the students to foreign culture and prepare them for effective participation in the dialogue of cultures. It is advisable to use the widest range of resources in educational and extracurricular activities' types for personality's development, whose foreign language communicative competence is formed. Interactive learning maintains the ultimate goal and the basic content of the educational process. Only forms change from transmitting to the dialogue (information exchange, based on mutual understanding and interaction of students with each other and with native speakers). The format of extracurricular classes allows using interactive technologies in all their diversity, to achieve high results in the foreign language communicative competence formation.

The research part. The study was conducted at the Institute of childhood of Novosibirsk State Pedagogical University. Students' specializations «Preschool education and English» and «Primary education and English» took part. The experimental group's students were included in extracurricular English activities, based on interactive technologies. Students of the control group work according to the curriculum.

The results of the research. The results of the experiment were summed up in quantitative and qualitative indicator. The English language learning results of students in experimental group were higher. Communicative and creative skills are significantly increased. According to the results of experiment plans' work with the students in the control group were reviewed. Students were included in extracurricular foreign language activities, based on interactive technologies.

Keywords: foreign language communicative competence, extracurricular time, interactive technology.

1. Statement of the problem

In the XXI century greatly increased educational importance of foreign languages learning, their profession in labor market as a whole, which resulted in the strengthening of studies' motivation. The socio-cultural context of foreign languages learning has also changed significantly [7, 12]. In relation to a foreign language, two types of competences are considered: general competences and communicative language competence [3, p. 35].

General competences include: ability to learn, existential competence, declarative knowledge, skills.

Communicative competence includes: linguistic component - lexical, phonological, syntactical knowledge and skills, sociolinguistic component, pragmatic component - knowledge, existential competence and skills and know-how relating to the linguistic system and its sociolinguistic variation.

The introduction of a communicative-oriented approach into the practice of foreign languages learning was undertaken with a view to preserving and multiplying rich linguistic and cultural heritage of different peoples, for an intensive exchange of technical and scientific information, cultural achievements, ideas, labor, and increased mobility of people. The key principle of the approach was

¹ Novosibirsk State Pedagogical University (Russian Federation)

² Novosibirsk State Pedagogical University (Russian Federation)



orientation to mastering language as a means of communication in real life situations relevant to students [5, p. 56 — 80].

Communicative competence's formation serves as a leading and foreign languages learning, because it most accurately reflects the subject area of «Foreign Language».

The success of any action depends on the order, said K. M. Levitan, whether the subject of its communicative competence includes ability to listen and hear, watch and see, read and find, and in all cases adequately understand the perceived text [8, p. 89—91].

According to Kabardov M.K., communicative competence is assimilation of ethno-social and psychological standards, stereotypes of behavior, mastery of communication «technique» [6, p.103—104]. I. A. Zimnya defines it as «mastery of complex communicative skills and abilities, formation of adequate skills in new social structures, knowledge of cultural norms and restrictions, knowledge of customs, traditions, etiquette in the sphere of communication, respect for decency, education; orientation in communicative means inherent in the national, class-based mentality, mastering the role repertoire within the profession's framework» [4. p.13—14].

Communicative competence is one of the key competencies and its formation must be provided by all subject education area [2; 9; 13], including means of the subject «foreign language». The formation of foreign language communicative competence is an integrative purpose at all stages of learning foreign languages [1, p. 88].

Attention deserves the activity form of communicative competence presentation by A.V. Khutorsky. The scientist emphasizes: «in order to proceed to learning, it is necessary to set competencies in the activity form. In this case, the name itself determines the competence of the appropriate learning method's essence» [10].

Non-communicative communicative competence (ICC) is one of the most important components of a modern specialist's professional competence.

Currently competence approach is firmly ingrained in high education. The discipline «A foreign language is an integral part of the teacher's professional training. This is due not only to the opportunities it offers for communication skills' development, but also with increasing role of academic mobility and international relations. Thus, the formation of a foreign communicative competence should be paid the closest attention» [11].

2. Technologies of foreign communicative competence's formation

The increasing role, as of foreign communicative competence's formation role, as shown by our research, provides not only students educational activity but also the extracurricular activities in a foreign language. Among the technologies that exert the greatest developmental effect, technologies emphasizing the development of the creative principle, students' subject experience, mastery of self-education skills, regardless of its specific subject content, are singled out. The leading among such technologies are interactive ones. They provide active interaction of all students. A teacher and a student are equitable subjects of training. In the socio-cultural space of the Novosibirsk State Pedagogical University are created conditions for the widest application of interactive methods and technologies in extracurricular work of a foreign language: grant and project activities, academic mobility, meetings of foreign delegations. Students organize debates, discussions; brainstorming sessions, work in small groups, actions and events summarizing course studies.

3. Experimental study

The research was conducted on Childhood Institute's base of the Novosibirsk State Pedagogical University. The group took part in the field of pre-school education and English, and primary education and English. The students of the experimental group were included in after-hour activities in English with using interactive technologies. The work of control group's students was carried out according to the curriculum.

4. Research results

The experiment's results were summed up by quantitative and qualitative index. In the experimental group, the results of mastering English language were higher. Significantly increased communicative and creative abilities, social activity and adaptation.

The study of socialization level of student's personality: assessment of social adaptation (activity, autonomy, morality).

Table 1. Results of the experimental group



September 2016			May 2017		
low	middle	high	low	middle	high
10%	63%	27%	2%	66%	32%

Table 2. Results of the control group

September 2016			May 2017		
low	middle	high	low	middle	high
10%	64%	26%	8%	63%	29%

Diagnosis of the level of creative activity:

Table 3. Results of the experimental group

September 2016			May 2017		
low	middle	high	low	middle	high
16%	59%	25%	7%	58%	35%

Table 4. Results of the control group

September 2016			May 2017		
low	middle	high	low	middle	high
14%	62%	24%	12%	60%	28%

5. Conclusion

According to the results of the experiment, plans of working the control group's students were revised. The students were included in after-hours activities in a foreign language with using interactive technologies.

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