



The Role of Extracurricular Activities - The Future of Specialists

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Abstract: The article discusses some aspects of extracurricular activities in teaching English in technical universities as a means of mastering language competencies and motivating students for further professional development.

Key words: An innovation, extracurricular activities, new opportunities professional development, language proficiency.

Introduction:

Serious changes are currently taking place in Uzbekistan in terms of shaping the personality of the younger generation. Modern youth is in a huge information and social space that does not have clear external and internal boundaries. It is influenced by the flow of information received through television, computer games, the Internet, films and other types of social networks. The educational and socializing impact (not always positive) of these and other sources of information is often dominant in the process of education and socialization. Solving the problems of upbringing and socialization of the younger generation, in the context of the national educational ideal, its comprehensive development, is most effective within the framework of organizing extracurricular activities [1, 83].

This opportunity is provided by the state educational standard of the Ministry of Higher Education of the Republic of Uzbekistan. An innovation of the State Educational Standard is the introduction of extracurricular activities. The work of the organizer of extracurricular activities is a multifaceted creative process, including the study and implementation of regulatory documents, methodological materials on the organization of extracurricular activities. It should be noted that within the framework of the State Educational Standard, much attention is paid to the organization of the educational process in universities from the standpoint of spiritual and moral development and education, which provides for a systematic approach to its implementation. The system-forming areas of education defined in the program (civil, patriotic, moral, environmental, etc.) should “penetrate” the educational process, turning into extracurricular activities, thereby creating an educational space in which the personality develops harmoniously.

Main part:

The form of organization of the educational process is a set of ways, methods and means of organizing training that ensures that students master the educational programs they study in accordance with the requirements of state educational standards [Fedotov 2003: 64]. At different stages of training, special forms of organization of the educational process are formed. In higher educational institutions, one can distinguish: classroom studies, independent extracurricular work of students, educational and industrial practice, tests and exams, course and diploma design [Belyaeva 2011]. As follows from the results of the analysis of regulatory documentation, in recent years, special attention has been paid to extracurricular work of students, during which the communication

skills necessary to prepare young specialists for further successful professional activities are formed. Such extra-curricular activities give students the opportunity to gain not only academic knowledge, but also to develop comprehensively.

In university life, students get acquainted with new opportunities for the realization of their talents with the help of the student council of the faculty, which is the center of extracurricular student activities. There are many areas of this kind of activity: social, scientific and creative events. It should be noted that recently international youth forums and large-scale specialized trainings with the participation of invited experts have become very popular. Students from all regions of Uzbekistan are happy to take part in such events during extracurricular activities [4,133].

However, language students should pay special attention to language immersion outside of class. Practicing speaking skills in a foreign language is part of the compulsory program, often becoming a routine activity for participants in the educational process.

Speaking about the goals of creating extra-curricular classes in English, we can single out the following:

- overcoming the language barrier;
- development of communication skills;
- vocabulary expansion;
- identifying gaps in knowledge;
- overcoming the fear of making a mistake;
- psychological relief.

On the basis of the Faculty of Foreign Languages, the idea was born to conduct practical classes with 4th year students to help them obtain language certificates, as well as further apply for a master's degree, where students can communicate in a foreign language. The lessons are designed to enable students to improve their English skills by doing team assignments, watching films or series in the original language, or by simulating language situations. This is especially true for Professional English students who want to continue their further education in a Master's program. In this case, extracurricular English classes provide the necessary knowledge of terminology and communication features in a professional environment. At the end of each semester, students are tested using international format materials, which allow them to adequately determine how much the level of language proficiency has changed. KET, PET, FCE are the components of the Cambridge exams line. The Cambridge General English exams are designed for learners of English at all levels of language proficiency, from the most basic A2 key (KET) to advanced C2 proficiency (CPE). These exams are known all over the world and are widely accepted by employers and various educational institutions. Cambridge General English exams provide experience in using English in the context of work, study and leisure. Classroom classes provide a basis on which the further language activities of students are built, and extracurricular activities are an opportunity to acquire additional communication skills, good conversational skills and new acquaintances.

Students who have confirmed a high level of English proficiency in the final exam in the fourth semester are eligible to prepare and pass IELTS or the CEFR National Exam, receive an international certificate. Since the teachers of our technical university easily and freely create an accurate, detailed, well-structured message on complex topics, demonstrating mastery of text organization models, communication tools and combinations of its elements, students are happy to stay after the lesson and learn language exam skills to achieve their goal.

Conclusion:

The flexible and effective use of language for communication in scientific and professional activities with the university faculty in these classes helps students feel confident and motivated to master the language for building a future career.

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