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ORCID ID <https://orcid.org/0000-0002-0371-5058>

Anna Boiko,
PhD in Pedagogy, Senior Researcher,
Institute of Problems on Education of the NAES of Ukraine,
Kyiv

INTERACTIVE EXTRACURRICULAR ACTIVITIES FOR IMPROVING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS OF SECONDARY AND OUT-OF-SCHOOL EDUCATION

Abstract. *Since 2024, English has become the language of international communication in Ukraine. Learning English is an essential step towards Ukrainees integration into the international community. The article deals with the issue of how interactive extracurricular activities improve students' foreign language communicative competence in institutions of secondary and out-of-school education.*

The aim of the article is to analyze the role of extracurricular activities interactive extracurricular activities in improving the foreign language communicative competence of students of secondary and out-of-school education. The following theoretical methods were used to implement the research objectives: content analysis and generalization of scientific research to determine the role of extracurricular activities interactive extracurricular activities in improving the foreign language communicative competence of students of secondary and out-of-school education, systematization and comparison of theoretical data to identify the criteria and indicators of students' foreign language communicative competence.

The fundamental principles, the most popular modern methods of learning a language, and the criteria and indicators of the impact of extracurricular activities on the formation of students' foreign communicative competence are defined. It is uii concluded that extracurricular activities for learning a foreign language have an important educational and developmental value for students, deepen knowledge of a foreign language, promote the development of students' creativity, and increase motivation to study the language and culture of another country.

The practical implications of the research are significant, as they can inspire and guide the development of effective language educational programs for secondary and out-of-school education institutions in the system of professional teacher training and pedagogical practice of students. This research confirms previous findings and contributes to our understanding of the formation of students' foreign communicative competence through digital resources.

Key words: *foreign language communicative competence, extracurricular activities, English language, non-formal education, institutions of out-of-school education, secondary education.*

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Introduction. Knowledge of the English language is essential for Ukrainian people nowadays because English is the language of international communication, science and culture, and it contributes to improving the socio-economic standards of each personality and nation.

As a result of the development of Ukraine's policy on integration into the European Union, the Law of Ukraine "On the Use of the English Language in Ukraine" entered into force on June 27, 2024 [17]. This step brings Ukraine closer to membership in the EU and increases the competitiveness of Ukrainian business, science and education. English acquires the status of the language of international communication in Ukraine.

One of the key priorities of the EU's internal policy is the study of foreign languages, and a common economic space is impossible without a common linguistic space. Therefore, knowledge

of English will promote Ukrainian national interests on the world stage, effectively interact with foreign partners, and integrate Ukrainian education and culture into the European educational and cultural space.

The main ideas of teaching foreign languages through extracurricular activities as an important for the formation of students' foreign communicative competence are represented in the international official papers – Council of Europe “Common European Framework of Reference for Languages: Learning, teaching, assessment” [4], the UNESCO report “Developing a Monitoring Instrument to Measure Extracurricular and Non-formal Activities Which Promote Global Citizenship Education and Education for Sustainable Development” [1], and in the national regulatory documents – the Law of Ukraine “On the Use of the English Language in Ukraine” [17], the Law of Ukraine “On Out-of-School Education” [18].

However, online learning during the pandemic has greatly impacted students, making it difficult to understand the materials provided by the teacher. The research results [6] have indicated that students need to learn English not only in the lessons of the institutions of secondary education but also outside the classroom in the institutions of non-formal education to encounter a lack of understanding of English lessons.

Aim and tasks. The aim of the article is to analyze the role of extracurricular activities interactive extracurricular activities in improving the foreign language communicative competence of students of secondary and out-of-school education.

Research methods. To implement the research objectives, the following theoretical methods were used: content analysis and generalization of scientific research to determine the role of extracurricular activities interactive extracurricular activities in improving the foreign language communicative competence of students of secondary and out-of-school education, systematization and comparison of theoretical data to identify the criteria and indicators of students' foreign language communicative competence.

Research results. Our research is based on the essential findings of S. Marliasari and R. Oktaviani, who have confirmed a correlation between joining non-formal education and the achievement of English language learners. Due to the fact that non-formal education is flexible and practical, it can help students improve their English language skills and understand English better. In addition, educators of institutions of non-formal education have the freedom to choose teaching methods that match students' needs. So it makes the learning process more exciting, entertaining, active, and easy to understand. In addition, scholars have focused on the student's motivation as a crucial factor in learning English that affects students' English language achievement. The teacher should encourage students to read more, watch English movies, listen to English songs, improve their vocabulary, and practice more [9].

According to the survey of the Kyiv International Institute of Sociology, conducted as a part of the “Transformation of Communications!” project, with the support of the United States Agency for International Development (USAID) at the request of the Ministry of Digital Transformation of Ukraine [20], the motives of learning a foreign language are divided into two groups. The first group characterizes the quality of life (leisure, videos, music, travel, exciting tasks). The second has a more pragmatic orientation (money, career, work duties, etc.). There is a parity of their importance for Ukrainians since 68 % of respondents choose motivation related to the quality of life, and 70 % of respondents prefer pragmatic incentives. However, for those who need to learn a foreign language (regardless of the desire), pragmatic incentives are somewhat more important than the motivation of “increasing the quality of life”).

According to the research data, every second child (51 %) learns English within the educational institution, another 27 % learn it outside the educational institution, and 22 % do not. 93 % of surveyed Ukrainians want their child to learn and improve their level of English. As sociologists noted, this indicator does not significantly depend on the article, the level of English knowledge, the time spent learning English, and the desire among parents to learn it. Of the 93 % of parents mentioned, 37 % are sure it will completely change their child's life. Another 55 % of parents believe that improving English language knowledge will positively impact the child's future.

For that reason, in the context of our research, extracurricular activities and non-formal education are crucial. They have great opportunities for students to develop competencies in cultural diversity, non-violence, and gender equality; foster active citizenship, intercultural cooperation, and understanding of global issues; promote values and practices of sustainable living and environmental awareness; enhance personal growth and self-esteem; and encourage reflexive, and critical thinking skills to empower youth effectively [1].

Moreover, recent research emphasizes the complementary role of formal and non-formal learning in mastering communicative competence through interactive extracurricular activities in institutions of out-of-school education [7].

According to the research findings of K. Hnatyk and K. Fodor, the innovative approach to learning a foreign language will depend on individual learning styles and goals [15]. In addition, implementing these approaches has its own characteristics, which are reflected in different aspects of the organization of the educational process of studying foreign languages, will promote students' communicative competence based on the following principles:

- *Interactivity* is aimed at increasing the level of interactivity between the teacher and the student and between the students themselves. The latest interactive technologies, such as interactive

whiteboards, e-textbooks, and video communication applications, may increasingly appear in educational institutions.

- *Contextual study* uses real-life contexts and situations, allowing students to gain practical experience in communicating with native speakers.

- *Person-oriented education* focuses on students' individual needs and interests. For this purpose, personalized techniques and enabling programs are used so that each student can learn according to one's level of knowledge and individual needs.

- *Individualization* is focused on the student's personal needs. Different learning tools allow students to work with materials conveniently and conveniently.

- *Focusing on communication skills* in learning foreign languages helps acquire all communicative skills, such as speaking, listening, reading, and writing. Educational programs aim to allow language learners to use a foreign language in real-life situations.

- *Technologies* (multimedia tools, video, and audio materials) help students achieve progress in learning foreign languages due to the access to different digital resources.

- *Gamification* provides the most effective and exciting form of learning.

In general, extracurricular activities are an essential addition to formal education, contributing to deeper language acquisition and providing a balanced approach to developing language skills.

Table 1

Criteria and Indicators of Extracurricular Activities on the Formation of Students' Foreign Communicative Competence

Criteria of extracurricular activities	Indicator of the formation of students' foreign communicative competence
Speaking practice	Extracurricular activities such as role-playing or speaking clubs provide opportunities for students to practice speaking in a non-formal environment that helps reduce communication anxiety.
Social interaction	Participating in group activities encourages students to interact with each other, which helps develop communication skills, interaction skills, and teamwork.
Motivation	Extracurricular activities make learning more interesting and fun, which can increase students' motivation to learn foreign languages.
Cultural Awareness	Extracurricular activities involve raising students' understanding of the influence our culture has on how people communicate
Different teaching strategies	Extracurricular activities can include a variety of teaching methods and strategies that provide a personalized approach for students.
Critical thinking and creativity	Involving in extracurricular activities related to decision-making and problem-solving helps students develop these important soft skills.
Self-confidence	Extracurricular activities can help students become more confident in their language use, as they can apply it in different life situations.

Developing criteria and indicators of the impact of extracurricular activities on the formation of students' foreign communicative competence, we based on H. Zadilska's study, which examines the role of extracurricular activities in developing students' communication skills and emphasizes the importance of interactive approaches and practical tasks [24].

As a result, we summarized the criteria and indicators of extracurricular activities on the formation of students' foreign communicative competence presented in the table below (Table 1).

The essential findings for our research are found in the works of Wei Cheng, who analyzes the role of the English-speaking club and claims that it conducts a wide range of activities and has been shown to increase the student's social circle. This is achieved mainly by actively exchanging English language learning experiences, utilizing the school's teaching resources, and ensuring that English language learning appeals to the student's interests and practical application. The scholar focuses on three aspects of the role of English-speaking clubs for students [13, p.31-32].

1) *Improving students' English language proficiency.* The English-speaking club helps students improve their English by creating a supportive environment where members share knowledge, learn from each other, and access more learning resources. Due to modern technology and frequent communication, they improve their English language skills, create a positive environment for language learning, and improve their ability to switch between their mother tongue and English, ultimately improving fluency and overall language standards.

2) *Enhancing students' basic English literacy skills.* English literacy involves effectively using the language for personal growth and social development. In addition to improving communication skills, knowing English is essential for self-improvement and participation in various social environments. Structured within the school system, the English-speaking club acts more like a social group, offering members a practical platform that reflects society. This allows students to improve their literacy and fluency in English constantly.

3) *Integrating teaching resources.* The English-speaking club is a school-recognized student organization that the school strongly supports. The school provides resources such as facilities, teachers, and teaching aids and assigns teachers based on the frequency of classes, teacher-student interactions, and teachers' experience in implementing educational reforms.

A similar scientific point has been made by Y. Anggi and N. Rohmani, who investigated the important role of the English Club in overcoming students' common language learning challenges, such as lack of motivation, anxiety, and vocabulary comprehension issues. We agree with their study that the English Club encourages students' motivation and engagement in learning foreign languages and improves language proficiency, self-assurance, and autonomy. The collaborative atmosphere of the club fosters active learning, self-directed learning, and the growth of critical thinking and communication abilities in both teachers and students [2].

The most popular modern methods of learning languages, according to O. Kaniuk's research, are the following:

- The communicative method focuses on forming communicative competence, the ability to constructively use language in real-life situations.
- Collaborative learning technology, i.e., working in a pair or group, which helps to establish contact and work in a team, to produce a collective decision and, as a result, to interact during the lesson actively;
- Using modern authentic educational materials, which helps to improve the skills of professional reading in a foreign language and information processing;
- Applying the principle of situational case study or role-play, which develops in students the ability to lead a discussion and argue answers.
- Method of projects or thematic studies, which increase general motivation, as students study topics of interest and acquire skills in searching, analyzing, and synthesizing the information they find [19, p. 120-121].

The obtained results have shown that the interactive activities of English-speaking clubs promote the formation of students' communicative competence due to the well-organized educational process, exciting content, and appropriate forms and methods. The content of extracurricular activities is based on students' interests to encourage active participation, promote creative self-expression, and help students improve their communicative competence in English. In addition, the forms and methods of extracurricular work should meet the student's needs in learning English and increase their enthusiasm and motivation.

Discussion. Based on the research that has been carried out (Stavytska I. V., Kutsenok N. M., Yamshynska N. V., Kriukova Ye. S. [12], the issue of creating a positive learning environment for the combination of formal and non-formal education for the formation of students' foreign language competence of students is complex and multifaceted. In addition, using extracurricular activities helps teachers to engage students, avoid disruptive behaviour, and help students discover and improve their competencies more interactively and engagingly [10].

Moreover, national research by L. Hapon [8] has confirmed that extracurricular activities are crucial in teaching school students English as a foreign language by enhancing language learning, providing practical application of language skills, and fostering a more engaging and interactive learning environment. These activities can help students develop their language proficiency, cultural awareness, and communication skills outside the traditional classroom setting, making learning more enjoyable and effective. Incorporating extracurricular activities in language education can contribute significantly to primary school students' language acquisition and academic development.

Most scholars (Desti Aryanti, Ardayati Ardayati, & Hamdan Hamdan) highlighted the vital role in forming students' communicative competence by playing English club: improve students' pronunciation, expand their English vocabulary, make them more confident and more interested in learning English, and increase students' motivation. In addition, the English club is one of the most convenient, fun, and best places suitable for students to communicate in English. However, researchers found several difficulties for students learning English through extracurricular activities. These challenges are categorized into two factors, namely linguistic and non-linguistic factors. Linguistic factors include lack of vocabulary, poor pronunciation, lack of grammatical knowledge, and non-fluency. Non-linguistic factors include a lack of confidence, feelings of fear, less support, nervousness, and less motivation [5].

Conclusion. Analyzing recent studies and legislative documents, it is possible to conclude that the English language makes it possible to communicate with the whole world and to learn about innovations and discoveries in all fields of science and culture. The adoption of the Law of Ukraine "On the Use of the English Language in Ukraine" (2024) is a new opportunity for the professional development of Ukrainians to compete on the global market and achieve goals, as well as a solid signal to the world about the clear intention of Ukraine to join the global English-speaking space. Accordingly, learning English at educational institutions is essential to Ukraine's integration into the international community.

The data obtained represent the objectives of extracurricular work: to consolidate, enrich, and deepen the students' knowledge acquired during school study and apply it to practice [3]. Extracurricular work provides an opportunity to develop children's interests, abilities, and needs, independently learn about the world around them, and improve relationships between people. It ensures that schoolchildren spend interesting and valuable free time. Besides, there are enough opportunities for students' creative self-expression in extracurricular work,

In summary, extracurricular activities in learning a foreign language have significant educational and developmental importance for students. This work deepens the knowledge of foreign languages, promotes students' creativity, and increases their motivation to study the language and culture of another country. Since extracurricular work is a logical continuation of class work, it allows students to use knowledge of foreign languages to communicate. Exciting forms of extracurricular activities (English-speaking clubs, watching films, making cartoons, role-playing, puzzles, quests, etc.) help to create a solid foundation for learning English and become a significant means of achieving learning goals.

This research confirms previous findings and contributes to our understanding of the formation of students' foreign communicative competence through digital resources.

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Анна Бойко,

*кандидат педагогічних наук, старший дослідник,
Інститут проблем виховання НАПН України,
м. Київ*

ІНТЕРАКТИВНА ПОЗАКЛАСНА РОБОТА У ФОРМУВАННІ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ УЧНІВ ЗАКЛАДІВ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ТА ПОЗАШКІЛЬНОЇ ОСВІТИ

Анотація. З 2024 року англійська мова набула статусу мови міжнародного спілкування в Україні. Вивчення англійської мови є важливим кроком до інтеграції України в міжнародне співтовариство. Стаття присвячена проблемі формування іншомовної комунікативної компетентності учнів закладів загальної середньої та позашкільної освіти.

Метою статті є аналіз інтерактивної позакласної роботи у формуванні іншомовної комунікативної компетентності учнів закладів загальної середньої та позашкільної освіти. Для реалізації завдань дослідження були використані такі теоретичні методи, як контен-аналіз та узагальнення наукових досліджень з метою визначення основних принципів та методів інтерактивної позакласної роботи у формуванні іншомовної комунікативної компетентності закладів загальної середньої та позашкільної освіти, систематизації та порівняння теоретичних даних з метою виявлення критеріїв та показників формування іншомовної комунікативної компетентності учнів закладів загальної середньої та позашкільної освіти.

Визначено основні принципи, методи, критерії та показники інтерактивної позакласної роботи у формуванні іншомовної комунікативної компетентності закладів загальної середньої та позашкільної освіти. Зроблено висновок про те, що позакласна робота з вивчення іноземної мови має важливе виховне та розвивальне значення для учнів, поглиблює знання з іноземної мови, сприяє розвитку творчості учнів, підвищує мотивацію до вивчення мови та культури іншої країни.

Практична значущість дослідження полягає в тому, що його матеріали можуть бути використані для розробки навчальних програм позашкільної освіти, в системі професійної підготовки та перепідготовки педагогічних працівників, у педагогічній практиці студентів закладів вищої освіти тощо. Отримані результати створюють основу для подальших наукових досліджень, які мають бути присвячені розробці ефективних технологій формування м'яких навичок учнів у закладах позашкільної освіти.

Ключові слова: іншомовна комунікативна компетентність, позакласна робота, англійська мова, неформальна освіта, заклади позашкільної освіти, загальна середня освіта.

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