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STANCE TECHNOLOGIES IN EXTRACURRICULAR ACTIVITIES

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In March 2020 the government of the Republic of Kazakhstan on preventive measures for the non-proliferation of coronavirus infection among the population declared a state of emergency in our country. Immediately our university switched to remote teaching. For our department in particular and the university in a whole quarantine has become both a complex challenge and an opportunity to significantly increase productivity, enhance the knowledge quality. Some educational applications, platforms and resources were recommended by the university administration to go to a remote mode of teaching and learning for the period of quarantine in order to prevent the spread of coronavirus. Frankly speaking, it was very unusual way of teaching and unexpected situation for all teachers and students, we were not prepared for it. It should be mentioned that the administration has conducted organizational work and preparation for the transition to distance learning, including content provision of information systems, teacher training, testing services, etc. The experience of

other countries that have transferred students to distance learning was studied. During this period, lecturers have already started to work remotely, performing methodological and preparatory work whilst at home. Teachers have been prepared for 2.5 months, took online courses, and have been learning to use digital technologies.

Although, the University successfully participates in the experiment conducted by the Ministry of Education and Science of the Republic of Kazakhstan for implementation of network distance learning technologies (DLT) in higher education institutions of the Republic. In the educational process of the University, DLT is used for students who have left the state for exchange programs of students. Lecturers send the syllabi, assignments and lectures and students do the tasks and answer the questions, get feedback from the teachers. Distance learning with the use of DLT is based on a combination of classroom, distance learning and independent work of students with electronic educational and methodological complexes. Not all staff conduct such kind of classes as most of disciplines students are taught at the university abroad as they are similar to ours in content and in number of credits. For DLT students choose classes that are not in education program of the foreign university, usually they are 1-2 disciplines.

We know, that distance learning is generally a method of disseminating knowledge we have, where teachers and learners are far away from each other in distance, sometimes in time. We call it distance education, e-learning, online learning, where we mean education form in which teaching is provided in physical separation of educators and students using different technologies to communicate. So, distance learning has become an established part of the educational process with trends pointing to ongoing growth.

Teaching and learning experiences that take place outside of the confines of the classroom walls have a range of benefits for both students and instructors. When students are asked to put into practice “in the real world” what they have theorized about from behind a desk, the result is a student-centric learning experience that enhances learning and fosters personal and social development (Larsen, Walsh, Almond, & Myers, 2017). Further, students that engage in learning experiences outside of the classroom report having higher levels of motivation, recall the course material more vividly, and have improved academic performance in the class (Takeuchi et al., 2016; Ryan and Deci, 2017). Moreover, field experiences early in a student’s career can be formative and can inspire students to continue in a field (e.g., Hutson, Cooper, & Talbert, 2011). The pedagogical and methodological base of distance learning can become the theory of a personally oriented education.

Learning experiences outside the classroom are forms of **experiential learning** (Dewey, 1897). These experiences are rooted in the simple principle that “experience is the best teacher.” Under this framework, learning outside of the classroom is an active process, wherein students encounter authentic problems, construct novel hypotheses, test for real solutions, and interact with others to make sense of the world around them. When we do this, we encounter the world as a whole and are forced to engage multiple modalities, no matter which pair of disciplinary “lenses” we intended to wear. Because experiential learning is inherently interdisciplinary, scientists and humanists alike would do well to consider the ways in which other disciplines might enrich their own disciplinary approach to their field.

But when we think about our university days, we definitely remember the clubs, university theatres, societies we were part of more than we remember the specific classes we learned in our classrooms. Extracurricular activities are an important part of university life because they give

students a chance to interact with their peers, develop important life skills and explore different interests outside of the classroom.

These activities offer opportunities for students to learn the values of teamwork, individual and group responsibility, competition, diversity, and a sense of culture and community. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Teaching staff are sure that participation in extracurricular activities leads to success in studying, then the availability of these activities to students of all backgrounds becomes an important equity issue.

Just like traditional teaching, virtual activities also offer a variety of interests for our students to join; it provides social care and interaction during periods of university closure. Nevertheless, extracurricular engagement inspire students to remain involved into the University life. The teaching staff of the foreign languages theory and practice department try to encourage the students to participate in virtual events as many students as they can. During the quarantine there were held many activities among students and teachers that provided an opportunity for the integration of academic, professional and personal development. The participation in extracurricular activities may increase students' sense of engagement or attachment to the university life, and thereby decrease the likelihood of education failure and dropping out. Principal feature of distance learning consists in the fact that a university that guarantees the quality of education in accordance with state educational standards, and students are separated spatially, but at the same time students and teachers are in constant cooperation, organized by means of telecommunications technologies.

Spring 2020 was unusual for us, when we worked online teaching our students, participating in conferences, webinars, workshops, courses; there were state examinations, defense of course papers, senior theses, reports on the work done, on the teaching practice at schools. But we never forget about esthetic and cultural education to simulate the students linguacultural environment as we teach them English. Teachers prepared a performance to encourage others during the pandemic quarantine to feel better, the presentation of classical play, theater without the usual stage, in the virtual space, because the Globe Theater was also unusual - without a dome. Distance, walls, blocks... did not become an obstacle, but, on the contrary, evidence of the invincible human spirit, friendship, love for art. "Othello" was chosen to perform online; everybody can enjoy the play comfortably placing in the favorite sofa or armchair without going out of the house.

In the play our foreign lecturer Kebir Jemal took part in the role of Othello, Yevgenia Verba starred as Desdemona. Many other students declared sonnets and poems of William Shakespeare, gave information that was unknown for the most people. Students Anastasia Grigoryeva and Shamil Shamsutdinov showed the fragment of the tragedy "Romeo and Juliet" where they vividly expressed feelings of young people of the medieval centuries touching hearts of audience. They were get dressed in the clothes of that time that made all move to the past together with the characters of the tragedy. Shakespeare in performance is now a core interest for all Shakespeareans: students, scholars, theatre professionals, and general audiences, anyone with a love of Shakespeare. **Shakespeare's 'Staging'** collects audio-visual materials related to the performance of Shakespeare's plays from the time of Shakespeare to the present. In our play performers staging new productions of Shakespeare's work can all use the site to enrich their understanding of the performance aspects of the scripts.

We observed increases in tolerance and an increase in social perspective seeing engagement of students of different English knowledge level in virtual performances. They say that participating in virtual theatre appears to make students more understanding and accepting of different non-favorite disciplines such as learning long sonnets and poems, reading the W.Shakespeare works. 'That's the tolerance and social perspective taking results that we're seeing, which are, we think, the result of students being exposed to something outside of their narrow world. And by being exposed to something outside of their narrow world they gain some greater understanding of and acceptance of that broader world.'

Numerous studies have demonstrated a correlation between drama involvement and academic achievement. In addition to having higher standardized test scores than their peers who do not experience the arts, student who participate in drama often experience improved reading comprehension, maintain better attendance records, and stay generally more engaged in university life than their non-arts counterparts. Participation in such activities reports high academic achievement. That is why the staff of the department try to involve in drama activities more and more students of different level.

One more example of such activity is virtual concert dedicated to the 4th year students graduation, it becomes a tradition to say farewell to graduates. By the end of May with the help of teachers the 3rd year students organized heart touching event refreshing 4 years at the university. Students from different parts of Kazakhstan created interesting performance, everyone with exciting clips. Again our foreign lecturers took an active part in the festival.

The Head of State Kassym-Jomart Tokayev signed a decree on celebration of the 175th anniversary of the great poet, philosopher and enlightener Abay Kunanbaev. Abay Kunanbaev is an innovator of Kazakh poetry, the topics raised by the poet in his works were also new. He created about 170 poems and 56 translations.

Students and teachers of the Department of Theory and Practice of Foreign Languages organized and held a virtual event dedicated to the 175th anniversary of Abay, where they demonstrated their ability to recite poems by a brilliant poet in Kazakh, Russian, English and even Persian. Participants in the event also sang Abay's songs, played musical instruments and took part in a theatrical performance. A distinctive feature of this event is that during the preparation for the event, the participants were far from each other and did not contact each other. But despite this, the result exceeded all expectations.

Under the direction of the English literature lecturer N. Narmukhametova the 3rd year students tried to perform in the Japanese literature style named Rakugo. Rakugo ("fallen words") is a form of Japanese verbal entertainment. A lone narrator usually sits on a pillow on a stage called a codza. Using only a paper fan and a small cloth as a prop, and not getting up from a sit-in position, the artist depicts a long and complex funny (sometimes sentimental) story. History always involves a dialogue of two or more characters. The difference between the characters is shown only by changing the pitch, tone, and easy rotation of the head.

Every student shot their performance; some of them donned facial paint, trying to get dressed complying with Japanese, told stories in English. There were various stories that have funny or unusual end. You can enjoy watching and listening to the performance joining links that are shown here.

So, the availability to participate in extracurricular online activities for students of all backgrounds lead to success in study and becomes an important equity issue. This issue brief examines the relationship between extracurricular participation and student engagement in the life of the university. We can notice that students of low socioeconomic status were less likely to participate in activities offline before quarantine than they participated online. In such activities family members take part in performances, so parents communicate with teachers closer and are involved in university life. Interaction is an important aspect of socialization and can be a measure of deeper education. Socialization requires more than just engagement for its own sake or for the sake of a response. Students can go through a routine exchange of basic information such as introducing themselves via performing, unlocking their talent, showing some interesting features overcoming fear of the stage.

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