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# Modeling the Development of Students' Practical Foreign Language Skills in Extracurricular Activities

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**Abstract:** The article explores innovative approaches to enhancing foreign language proficiency among students through extracurricular engagements. The authors present a comprehensive framework for integrating practical language skills into a variety of extracurricular activities, emphasizing the role of interactive and immersive experiences in language acquisition.

**Keywords:** Extracurricular activities, language acquisition, curriculum design, student motivation, immersive experiences.

**Introduction:** Currently, developing students' practical skills in acquiring foreign languages through modeling in extracurricular activities is one of the conceptual directions of language teaching methodology.

The following two aspects of modeling in the language learning process can be seen: 1) the students' mastery of the concept of modeling; 2) modeling as a teaching tool consists of teaching methods, forms, and tools that are used appropriately for students in the process of mastering the learning material.

Some research has been conducted on modeling the development of students' practical foreign language skills in extracurricular activities. In particular, according to researcher L.F. Gardiner, modeling in the field of pedagogy is effectively used to solve a number of didactic tasks:

- improving the effectiveness of the structure of educational material;
- developing plans to improve the learning process;
- managing cognitive activity
- diagnostics (determining the current state of language learning);

– forecasting (predicting expected results), designing language learning, etc. [1]

Also, G. J. Brumfit and K. Johnson express the following opinion about the role of modeling in the theory of educational development: “The practical significance of any model is that, in particular, in pedagogical research, the correspondence between the specific aspects of the model and the object under study is mainly determined. At the same time, the main principles of modeling at the stage of model creation, such as demonstration, accuracy (deep isolation of specific aspects of learning), objectivity (reliance on methods and principles of scientific theory, its laws), etc., determine the type and possibilities of the model and its function as a means of pedagogical research in many ways.[7]

The components of the model for teaching foreign languages to students of non-philological faculties of higher education institutions are emphasized by researcher G. Berger as follows:

- Determining the goals and objectives of teaching foreign languages to students of non-philological directions of higher education institutions based on pragmatic approaches;
- The need to master a foreign language in connection with the motivation to learn a foreign language, the desire to master the language perfectly, and the ability to use it in practice;
- Conditionally selecting the content of educational material;
- The selection of methods, forms and means of teaching in the educational process is pre-supposed;
- Control - assessment is interconnected with the progressive testing of the pedagogical process and the assessment of its results.[6]

It is worth noting that the advantage of modeling is that it is always consistent with the scientific method of knowledge. The modeling process in our study, as a didactic system, is aimed at the acquisition of language skills by students of the non-philological direction of higher education institutions (pedagogy-psychology) through extracurricular activities, and consists of systematizing the content of foreign language education in accordance with language practice, controlling and improving the forms, methods, means and results of language education, based on organizational approaches to clarifying the purpose of education. In our study, the modeling process is aimed at the independent acquisition of practical foreign language skills by students of the non-philological direction of higher education institutions (pedagogy-psychology) and consists of systematizing the content

of foreign language education in accordance with language practice, controlling and improving the forms, methods, means and results of language education, based on organizational approaches.

Thus, the content components of the model of independent studies of students outside the classroom are as follows:

- cognitive - acquisition of communication skills in speech activities (based on general and professional vocabulary);
- intellectual need - development of language knowledge and skills;
- achievement - acquisition of knowledge of sociocultural culture, setting and achieving language learning goals;
- communication - development of communicative skills.

Speech communication skills are the main component of the model. Communication skills are understood as the ability to fulfill one's needs through conversation using various means of language. It is not possible to form communicative skills by learning words, grammatical forms and constructions. It is necessary to master the skills of working with information and material in order to distinguish them. Because, graduating students of the non-philological (pedagogical-psychological) faculty of higher education institutions must master all types of speech activity (speaking, listening comprehension, reading and writing). In any case, communication skills can be distinguished by mastering the types of communication: listening comprehension, speaking, reading and writing.

It is clear that from today's perspective, the student is not considered an object of the educational process, but rather its subject. In order to improve the quality of education, teachers use various technological tools in extracurricular activities. In particular, the Internet, YouTube, Skype, Twitter, Smart-boards, Blogs and Casting, e-learning, etc. are among the successful tools that change the way language teaching is taught. These tools make language learning more interesting, interactive, meaningful and motivating for students. Since such tools are modern, they can change and reform traditional forms of education. In this era, to apply e-learning in practice, it is necessary to have experience in specific topics and sectors.

In addition, the following criteria and indicators were developed to determine the levels of assessment of the development of students' practical foreign language skills in experimental work:

Maxametova D.B. believes that the choice of motivational criterion is related to the statement that

the positive result of any activity is influenced by the motivation of the individual. In the framework of the study, by motivational criterion we understand the set of needs and motives that encourage students to develop their practical foreign language skills, master educational technologies in order to organize successful professional activity.[5]

The choice of cognitive criterion is related to the fact that in the process of learning a foreign language, students master the main categories of phonetic and grammatical sections, the main vocabulary and basic models of word formation, the development of speech skills in various areas of communication, knowledge about the possibilities of using educational forms, methods and tools in professional activities, and the main types of language skills used in teaching English.

The selection of the emotional-value criterion is based on the practical features of learning a foreign language. The characteristics of the criterion are as follows: the ability to extract, analyze, and process various information on the culture, values, and types of communication of the country being studied using computer technologies; the ability to competently use technology to learn a foreign language; Practical foreign language development is associated with the need to evaluate the results of one's own activities, analyze difficulties, and forecast future activities.

Based on the selected criteria and indicators, three levels of assessment of the development of information culture of future English teachers are described - high, medium, low.

Thus, students' extracurricular activities are the result of the correct organization of their educational activities in the lesson process. This can serve as the basis for further expansion, content and continuity of students' independent work activities outside the classroom.

It is also intended that students will carry out a number of activities: students' correct understanding of the purpose of their activities, taking responsibility for the implementation of educational tasks, expressing their own opinions independently, methods of keeping the student busy, the ability to correctly distribute time in the independent organization of educational activities, self-control in the process of implementation, etc.

Thus, the formation of such skills as speaking, listening comprehension, reading and writing, which are included in the model for developing practical foreign language skills of students of non-philological directions of higher education institutions in extracurricular activities, is considered as indicators of the acquisition of speech skills in a foreign language.

Therefore, the components that make up the model are explained by the development of communication skills in all types of speech activities based on general consumer and professional vocabulary, the acquisition of language knowledge and skills, knowledge of sociocultural and educational skills.

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