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Annotation. This article deals with after class activities which are used in teaching foreign languages at secondary schools, the forms of after class activities, the organization of after class activities, the role of after class activities in language learning.

Key words: after class activities, structure, competitive, mass media, cultural, political, stages, conduction, individual work, group work, results, participants.

In the methodical literature and in school practice traditionally distinguish three forms of out-of-class work: individual, group and mass. In a basis of such distribution the sign of quantitative coverage of participants is assigned. Underlining an illegibility of concept of "mass character", V.I.Shepeleva suggests to distinguish forms of out-of-class work on foreign language to organizational-structural signs. Accordingly it carries group forms to organizational-structural forms, and individual and mass - to not structural.

Individual out-of-class work is spent with separate pupils who prepare the message or the report on the country which language is studied, about considerable dates and events, outstanding people, study verses, songs, fragments from literary works in a foreign language, produce visual aids, make out wall newspapers, albums, stands, etc. Individual work can constantly be spent or incidentally.

The group form of out-of-class work has accurate organizational structure and rather constant structure of the participants united by the general interests. To this form various mugs belong: colloquial, vocal, drama, translators, philatelists, home reading, etc. Some methodologists recommend to organize for pupils of all classes colloquial and choral mugs, for pupils of the senior classes - literary-translational and regional geographic. Have positively proved the combined mugs where different kinds of activity, for example, learning of songs and preparation of performances, home reading and viewing of filmstrips with the further discussion of the seen unite. Employment in mugs, as a rule, are spent regularly.

Mass forms of out-of-class work have no accurate organizational structure. To them carry such actions as evenings of amateur performances, festivals, competitions, carnivals, thematic evenings and т.п. These actions are spent incidentally.

On sense it is possible to allocate such forms of out-of-class work on foreign language :

- 1) competitive,
- 2) mass media,
- 3) cultural-mass,
- 4) politiko-mass.

Each group of the specified forms provides concrete actions. Actions of competitive character, competition, game, the Olympic Games, a quiz and other. Mass media - the wall newspaper, the announcement, the bulletin, oral magazine, the digest, an exhibition-quiz and т.п. Actions of cultural-mass character, the evening-holiday devoted to national traditions of native land or the country, which language is studied; the evening-portrait devoted to life and activity of known writers, Poets, composers, actors, etc.; evening-meeting with interesting people; evenings-chronicles in connection with significant events. Actions of politiko-mass character: a forum, festival, press conference, solidarity fair, a space bridge and other.

In the pedagogical literature there is a concept "uniting forms of out-of-class work" (T.M.Kalechits, Z.O.Kejlina). To uniting forms carry children's and youthful clubs on interests,

school museums, libraries, film studios, cinemas and clubs cheerful and resourceful. Clubs are the effective form of out-of-class work on foreign language as they unite pupils of different age and different interests, create wide space for dialogue, operate on bases of self-management and become the centers of out-of-class work at schools. Clubs have the names, emblems, positions and charters. Among schoolboys clubs of cheerful and resourceful (KVN) which provide carrying out of interesting competitions, execution of songs, verses, solving of riddles, crossword puzzles, rebuses with a visual support in the form of posters, pictures, filmstrips use special popularity. Each command which takes part in KVN, has the motto, an emblem, a song and the form. As "homework" participants of club prepare a performance of products of known foreign writers and playwrights.

It is expedient to allocate such form of out-of-class work as Week of a foreign language at school. This form in character is mass as provides participation in it of a wide contingent of pupils, and on the structure is complex as includes a complex different in sense and the form of actions which occur during the certain period of time and are directed on realization of problems of the complex approach to education of pupils.

Week of a foreign language at school as the complex form should assist the purposeful organization and ordering of all out-of-class work on foreign language in school, activization of work of circles for which week becomes the original creative report, to formation of creative relations between pupils, teachers and parents who cooperate in the course of preparation and carrying out of Week. Week of a foreign language spend to the certain period of academic year under preliminary made program which defines the purposes, the maintenance and the form of any of its components. The subjects of actions within the limits of a Week should be interesting, informative, accessible, connected with a teaching material and to answer age features of pupils, level of their language preparation.

Process of preparation and carrying out of Week foreign language passes in three stages.

First stage (preparatory) begins drawing up of the program of Week. At this stage the organizing committee in which structure teachers of a foreign language, the director of studies, representatives of student's and parental weight are selected is created. Members of organizing committee define executors of the program, will organize manufacturing of suits, a requisite, registration of premises, exhibitions, announcements, invitations, and also preparation of necessary phonomaterials, filmstrips, films, slides. Directly preparation of pupils for performances is spent by teachers foreign language , working individually with each pupil or with groups of pupils in mugs. During rehearsals pupils will improve the pronunciation, learn to behave on a scene, etc.

The second stage is a carrying out of Week of a foreign language. Creation of atmosphere of conviviality, ease is an indispensable condition of carrying out of Week. Pupils should feel satisfaction and pleasure from the participation in a holiday.

Third stage is devoted results of Week. It is desirable to let out the newsletter and to inform on how there has passed the Week, what successes its participants who from pupils was most noted have reached.

As the separate form of out-of-class work on a foreign language it is possible to allocate correspondence of pupils. It has not only big educational, but also practical value as assists development of speech of pupils. Correspondence gives the chance to pupils to use practically a foreign language as means of dialogue and to receive the additional information to program themes. That correspondence assisted development not only written, but also oral speech of pupils, at sessions of a circle or club section the information in a foreign language about which it is gone in the letter listens with delight, exhibitions of letters during which time their maintenance is made comments are arranged. The organizing center of this work is "the School post office" which helps pupils with correspondence, gives foreign language the information on how correctly to issue letters (to write the address, date, etc.) Offers addresses of foreign friends which wish to correspond, provides with

envelopes, marks, advises concerning the use of a language material, characteristic dialogue for the epistolary form. As practice shows, kinds of out-of-class work which provide optimum results, should have such characteristics:

- pithiness which realizations of the practical and general educational purposes of out-of-class work assist;
 - a communicative orientation: all kinds of out-of-class work should provide using a foreign language as with means of reception and information transfer in typical natural situations of dialogue;
 - the overwhelming majority of kinds of out-of-class work should include "set" of situations which are a subject background and stimulus to purposeful language acts;
 - orientation of problems to increase of language activity of pupils;
- Emotionality of forms and ways of realization which assists increase of interest of pupils to activity speaking another language.

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