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## **DESIGNING AND ORGANIZING STUDENT CLUBS IN HIGHER EDUCATION INSTITUTIONS (THE CASE OF “TOASTMASTERS” STUDENT CLUB)**

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**Түйіндеме.** Мақала жоғары оқу орындарында студенттердің сыныптан тыс жұмыстарын ұйымдастырудың белсенді формаларының бірі ретінде студенттік клубтарды құру және пайдалану ерекшелігіне арналған. Жұмыста әлемдегі және біздің еліміздегі студенттер клубтарының қызметі мен түрлері туралы негізгі мәліметтер берілген. Мақалада Қ.Жұбанов атындағы Ақтөбе өңірлік университетінің филология факультетінің студенттеріне арналған «Toastmasters» студенттік клубын құру, ұйымдастыру және қызмет ету тәжірибесі сипатталған. Автор осы студенттік клубтың рөлін, оның функцияларын, клубтың прототипін және оның қысқаша тарихын, студенттердің қызығушылығының мүмкін себептерін қарастырады. Мақалада автор «Toastmasters» клубының шет тілінде көпшілік алдында сөйлеуді мақсат еткен бірнеше айқын артықшылықтары бар деген тұжырымға келеді: көпшілік алдында сөйлеу төрт тілдік дағдыларды да жүзеге асыруға мүмкіндік береді, сыни тұрғыдан ойлау қабілеттерін дамытуға және көшбасшылық қасиеттерді дамытуға ықпал етеді.

**Кілт сөздер:** сыныптан тыс іс-әрекеті, студенттер клубы, студенттік өзін-өзі басқару, құру тәжірибесі, «Toastmasters» клубының функциялары, көшбасшылық қасиеттері, шығармашылығы, ағылшын тілінде сөйлесу дағдылары, көпшілік алдында сөйлеу, студенттердің қызығушылығы.

**Ключевые слова:** внеучебная деятельность, студенческий клуб, студенческое самоуправление, опыт создания, функции клуба «Toastmasters», лидерские качества, креативность, навыки коммуникации на английском языке, публичное выступление, заинтересованность студентов

**Аннотация.** Статья посвящена специфике создания и работы студенческих клубов как одной из активных форм организации внеучебной деятельности студентов в высших учебных заведениях. В работе содержится основная информация о функциях и видах студенческих клубов в мире и в нашей стране. Статья описывает опыт создания, организации и деятельности студенческого клуба “Toastmasters” для студентов филологического факультета Актюбинского регионального университета имени К.Жубанова. Автор изучает роль данного студенческого клуба, его функции, прототип клуба и его краткую историю, и возможные причины заинтересованности студентов. В статье автор делает вывод о том, что есть несколько явных преимуществ деятельности клуба «Toastmasters», который направлен на использование публичных выступлений на иностранном языке: публичное выступление предоставляет возможности практиковать все четыре языковых навыка, поддерживает развитие навыков критического мышления, способствует развития лидерских качеств.

**Abstract.** The article is devoted to the specifics of the creation and operation of student clubs as one of the active forms of organizing extracurricular activities of students in higher educational institutions. The work provides basic information about the functions and types of student clubs in the world and in our country. The article describes the experience of creating, organizing and functioning of the student club "Toastmasters" for students of the philological faculty of K. Zhubanov Aktobe Regional University. The author examines the role of this student club, its functions, the prototype of the club and its brief history, and possible reasons for the interest of students. In the article, the author concludes that there are several definite advantages of the “Toastmasters” club, which aims to use public

speaking in a foreign language: public speaking provides opportunities to practice all four language skills, supports the development of critical thinking skills, and promotes the leadership skills.

**Key words:** extracurricular activities, student club, student government, experience of creating, functions of “Toastmasters” club, leadership qualities, creativity, communication skills in English, public speaking, students’ engagement and commitment.

One of the problems of modern higher education is the integration of educational and extracurricular activities in the process of professional training of students. In this regard, in the process of research, the emphasis was placed on the search for modern forms of organizing extracurricular activities that meet the requirements of the modern information society. In this article we are trying to generalize and study the experience of creating student communities and share our experience in designing and organizing student clubs.

Student self-government manifests itself in various forms, one of which is the student interest club as a student organization based on the university. Student clubs participate in self-government directly (through the holding of appropriate events) and indirectly (through joining the collegial body of student self-government of the Council of Students) [1].

We believe that student clubs have existed in the higher education system for many decades but recently there have appeared a huge amount of them. There are different types of student clubs such as Event club, Intellectual club, Oratory club, Debate club, Cultural Clubs, Social Clubs, etc.

The diverse variety of student clubs open with an incentive to increase the social activity of students and let them congregate around a shared mission. Participation in student clubs offers countless opportunities: an avenue to make new friends, teamwork, goal-oriented individual and group development, expanded knowledge and creativity, as well as interesting and funny experiences.

The functions of student clubs from the educational point of view can be enormous. Firstly, students generate their ideas and turn them into reality, a club gives comprehensive support for student initiatives and ideas. Secondly, involvement in student clubs provides students with the ability to enhance their intellectual and leadership skills by independent club management, bridging academic and non-academic experience. They enrich students with new knowledge and promote information exchange. Thirdly, they can enhance development of cooperation and relations between students and other youth public associations. Finally, communities of this kind build the feeling of being a part of collective work, promote emotional and psychological support, overcoming loneliness and isolation [2].

At our university there is a big variety of student clubs. The one we have designed and created first at the faculty of foreign languages and later at the philological faculty is

“Toastmasters” club. “Toastmasters” club is a free space for the exchange of positive experiences in developing and improving such qualities as leadership, creativity, organization, evaluation, flexibility, time management, self-control. “Toastmasters” club brings together creative students.

The mission of the club is as follows: to create confident background and warm friendly surroundings which allows its members to establish and/or evolve skills in efficient communication and good leadership, leading to higher self-confidence and to personal advancement.

The main functions of the club are the following:

- develop and improve the art of listening, thinking and speaking – vital skills which help self-actualization and strengthen self-esteem;
- foster leadership potential;
- increase mutual understanding;
- increase own effectiveness and perhaps even change own lifestyle;
- practice composing speeches and giving presentations in front of the public;
- improve communication skills in English.

Our club was not founded on a blank sheet. Nowadays Toastmasters is a globally recognized net of clubs. The history of the club is rather rich. The American professor Ralph C. Smedley started a series of Toastmasters speaking clubs when he was working for the Young Men's Christian Association in the state of Illinois, the USA. Having the position of the educational director at YMCA, Smedley could notice that the community people needed to learn how to talk, organize and run meetings, outline programs and advocate committees, consequently his wish was to assist them. Therefore, Ralph Smedley determined to organize a new-type club where people could acquire skills of that kind in socialized surroundings, and the fellows greeted the conception optimistically. He gave to the newly created group the name ‘Toastmasters Club’; at that time "toastmaster" was a rather popular term which referred to a person who gave toasts, i.e. speeches at different banquets and other crowded occasions [3]. Toastmasters International nowadays is a not commercially motivated educational organization which teaches skills targeted at public speaking and leadership improvement using a network of clubs located all around the world. Being headquartered in Englewood, Colo., the number of organization's members is today almost 370,000 people in over 16,000 clubs situated in nearly one and a half hundred countries. This organization assumes, since early twentieth century it has assisted people from divergent environment to become more fearless and convinced leaders, interlocutors, and orators [2].

We have organized our club on the basis and similar to the toastmasters clubs existing and functioning worldwide and in Kazakhstan. But of course we have adapted it to the needs and interests of our students who want to improve first and foremost their English speaking skills and public speaking skills. Our club is surely voluntary as all of the toastmasters clubs are but it is free

of charge unlike other clubs. Our club is self-governed by students. We as advisors just explained the mission, aims and objectives of the club and showed the procedure of conducting the regular meeting of the club and later just supervising and mentoring but not conducting the meetings.

The procedure of the meeting includes several stages: introduction during which the Toastmaster, i.e. the host introduces all participants and ascribed to them roles such as Grammarian, Ah Counter, Timer, General Evaluator, Speakers, Evaluators, Table Topics Master; the next stage is the prepared speeches when speakers perform their speeches one by one; then go the evaluations when evaluator one gives an oral evaluation of speaker one and evaluator two – speaker two, etc.; the stage following after that is called table topics when any of the participants of the club can be called upon to speak out on any topic spontaneously, this is a time for unprepared speeches; and the concluding part can be entitled as announcing the results of the meeting.

Whether a student is to give a speech or to evaluate a speaker, whether he is to talk on a table topic, or to act as a Toastmaster, these meetings will help them hone their skills. There they get quick and easy tips for how to prepare and present an award, use visual aids and props, incorporate body language into their presentations, and more. With time and practice, they are sure to see improvement in their ability to communicate and an increase in their confidence as well. For instance, while preparing for a speech they practice and rehearse a speech frequently prior to delivering it. They are advised to ask friends to be their audience, or practice in front of a mirror, to use a timer to help pace their speech. This is one of the best ways to ensure they give an effective presentation. They learn to organize their speech in a logical sequence: opening, main points, summary. Visual aids should fit a speech, whether they are funny, serious or technical. The main goal of visual aids is to help the audience understand what is being said, and reinforce the points of a speech in unique and interesting ways. In addition, they should always maintain a professional appearance.

We can give the following recommendations to the presenters to make their speeches successful:

- Get ready properly. \*The listeners give you their attention and time, consequently, if you want to impress on your audience, you will need to practice and rehearse sufficiently.
- Present an appealing opening in your speech. It's good if the introduction is impressive and vigorous, it will work out as a good attention-getter, the options of which can be shocking statistical data or a surprising fact, a thought-provoking short story or an amusing joke.
- Talk, don't read. No one trainer will recommend you to read the written speech word for word. You may refer to the main points or brief notes indicated in your outline to produce a rather fluently moving, conversational tone of your public speaking.

- Speak with great dedication and spirit. The more ardently you talk, the more devotion and feeling you put into your words, the more attention you will receive from your audience.

- Be persistent. Errors can definitely make you easily feel disheartened. Bear in mind that oratory is difficult and making your skills sharp is a time consuming process. You should keep exercising and training, and your aim will be achieved. [3].

No matter what the size of your audience is, you should be confident that they will like, remember and appreciate your speech because ultimately it is the most essential thing.

Our experience of the club is rather encouraging. The students who were the members of the club took an active part in the meetings, they were really involved in the club activities, they regularly attended the club meetings. The most active ones demonstrated their striving for being leaders by expressing great desire to be the host of the meeting or General evaluator; others just wanted to be speakers aiming to improve their English speaking skills and to overcome shyness or fear of public speaking; some came just to spend a good time together with their friends and fellow students. We consider the reasons for this are as follows:

- students understand that participating in the clubs is on a voluntary basis, they must not come here, it is their own wish to come or not;

- they can govern, organize and conduct it by themselves, they can change or transform it to some extent if majority of the members agree;

- the popularity of the international “Toastmasters” club worldwide especially among young people, and many students have had some idea of it, therefore our club created like the international one can gain the same popularity.

To sum it all up, clubs form an integral part of the university social experience. Various types of clubs play a key role in the students’ career exploration and success, allow them to build a network and explore their interests outside of class. Led and organized by university students themselves, clubs can run a rich calendar of social and networking events, case competitions and guest speakers.

Trends in the development of this form in the extracurricular activities of domestic higher education gain more and more popularity both among students and teachers. Of course, such a system of organizing the educational process requires a responsible attitude and enhanced quality control, because the club program should be responsible for the result of the presented knowledge.

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## **ҚАЗАҚ ӘДЕБИЕТІ ПӘНІН ПРОБЛЕМАЛЫҚ ӘДІС АРҚЫЛЫ ОҚЫТУДЫҢ ТИІМДІЛІГІ**

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**Аңдатпа.** Бұл мақалада қазақ әдебиеті пәнін оқытуда проблемалық әдістің тиімділігі қарастырылады. Проблемалық әдісті қолдану арқылы оқушының сыни ойлауын дамытып, сабақтың мазмұнын қызықты етіп, оқушылардың шығармашылық мүмкіндіктерін кеңейтуге болатындығы туралы нәтижелермен дәлелденіп, мұғалім тәжірибесі бөлісіледі. Оқытушы білімді даяр күйінде баяндай бермей, оқушының алдына белгілі бір проблемалық міндет қойып, оны өздеріне шештіруге бағыттауы бұл әдістің шығармашылық ерекшелігі болып табылады. Ал шығармашылық жұмыстар оқушының жоғары ойлау қабілетін дамытып, интеллектуалдық танымын арттырады.

**Кілт сөздер:** проблемалық әдіс, сыни ойлау, әдіс, оқытушы, оқыту.

**Аннотация.** В статье рассматривается эффективность проблемного подхода к обучению казахской литературе. Будет передан опыт преподавателя, так как можно развить у учащихся критическое мышление, сделать содержание урока интересным и расширить творческий потенциал учащихся за счет использования проблемных методов. Креативная особенность этого метода в том, что преподаватель не представляет знания в готовом виде, а ставит перед учеником конкретную задачу и направляет ее на решение для себя. А творческая работа развивает у студентов высокие мыслительные способности и интеллектуальные знания.

**Ключевые слова:** проблемный метод, критическое мышление, метод, учитель, обучение.

**Annotation.** The article discusses the effectiveness of the problematic approach to teaching Kazakh literature. The experience of the teacher will be transferred, since it is possible to develop critical thinking in students, make the content of the lesson interesting and expand the creative potential of students through the use of problematic methods. The creative feature of this method is that the teacher does not present knowledge in a finished form, but sets a specific task for the student and directs it to a solution for himself. And creative work develops high thinking abilities and intellectual knowledge in students.

**Key words:** problematic method, critical thinking, method, teacher, teaching.