

POTENCIAL DE UTILIZAR COMPONENTES PALEONTOLOGICOS EM ATIVIDADES EXTRACURRICULARES DE INGLÊS PARA ALUNOS DO ENSINO FUNDAMENTAL

VENTAJAS DE USAR ELEMENTOS PALEONTOLOGICOS EN ACTIVIDADES EXTRAESCOLARES EN EL IDIOMA INGLÉS PARA ALUMNOS DE LICEOS Y ESCUELAS DE EDUCACIÓN SECUNDARIA

ADVANTAGES OF USING PALEONTOLOGICAL COMPONENTS IN EXTRACURRICULAR ACTIVITIES IN THE ENGLISH LANGUAGE FOR MIDDLE - SCHOOL STUDENTS

Anna N. KALIZHANOVA¹
Polina Yu. MAKAROVSKAYA²
Aliya U. AUPENOVA³
Tatyana Yu. SHELESTOVA⁴
Taissiya V. MARYSHKINA⁵
Margarita Yu. ISHMURATOVA⁶

RESUMO: O artigo examina o uso dos elementos de paleontologia em atividades extracurriculares em inglês, visto que os materiais, ricos em componentes linguísticas-culturológicas e históricas, contribuem para o envolvimento de um indivíduo em culturas linguísticas de outros grupos étnicos no interior de um mesmo país, além de incrementar a motivação para aprender línguas. A aplicação correta de tais materiais nas atividades das crianças em idade escolar, potencialmente, desenvolve uma posição cívica ativa, assim como as competências interculturais e linguísticas. Elementos de paleontologia em atividades extracurriculares em inglês também poderiam influenciar positivamente a ampliação de conhecimentos nas disciplinas, tais como Inglês e Biologia, e potencialmente poderia proporcionar a imersão mais profunda em cultura e história de seu país, e da sua terra natal.

PALAVRAS-CHAVE: Dinossauros. Elementos de paleontologia. Atividades extracurriculares na língua inglesa. Achados paleontológicos. Ativismo social.

¹ Academia Bolashaq (BOLASHAQ), Karaganda – República do Cazaquistão. ORCID: <https://orcid.org/0000-0003-2337-2280>. E-mail: anna.kalizhanova017@gmail.com

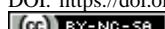
² Academia Bolashaq (BOLASHAQ), Karaganda – República do Cazaquistão. ORCID: <https://orcid.org/0000-0002-0582-3933>. E-mail: pmakarovskaya@gmail.com

³ Academia Bolashaq (BOLASHAQ), Karaganda – República do Cazaquistão. ORCID: <https://orcid.org/0000-0003-1404-746X>. E-mail: aliya.aupenova@mail.ru

⁴ Universidade E.A. Buketov Karaganda (BUKETOV), Karaganda – República do Cazaquistão. ORCID: <https://orcid.org/0000-0001-5072-454X>. E-mail: shelestova2009@mail.ru

⁵ Academia Bolashaq (BOLASHAQ), Karaganda – República do Cazaquistão. ORCID: <https://orcid.org/0000-0001-5500-7953>. E-mail: taisiya.maryshkina@inbox.ru

⁶ Universidade E.A. Buketov Karaganda (BUKETOV), Karaganda – República do Cazaquistão. ORCID: <https://orcid.org/0000-0002-1735-8290>. E-mail: margarita.ishmur@mail.ru



RESUMEN: Aquí se discute el uso de elemento de paleontología en actividades extraescolares dirigidas en el idioma inglés porque los materiales ricos en aspectos culturológicos lingüísticos e históricos facilitan el conocimiento de individuos con culturas lingüísticas de otras grupos étnicas en el marco de un estado común así como producen una motivación alta para aprender idiomas extranjeros. La aplicación correcta de esos materiales en los proyectos desarrollados por los alumnos puede desarrollar su posición civil activa así como sus competencias lingüísticas e interculturales. Los elementos de paleontología en las actividades extraescolares en el idioma inglés también pueden tener un efecto positivo en el aumento del volumen de conocimientos en tales asignaturas como el idioma inglés y la biología y asegurar una inmersión más profunda en la cultura e historia del país nativos así como de la patria chica.

PALABRAS CLAVE: Dinosaurios Elementos de paleontología. Actividades extraescolares en idioma inglés. Hallazgos paleontológicos. Activismo social.

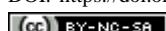
ABSTRACT: The article explores the use of the elements of paleontology in extracurricular activities in the English language, since the materials, enriched with the linguocultural and historical components, contribute to the introduction of students to the linguistic cultures of other ethnic groups within a single state and increase the motivation for learning languages. The correct use of such materials in the project activities of schoolchildren provides opportunities for developing social activism and improving cross-cultural and linguistic competencies. The elements of paleontology in extracurricular activities in the English language could also contribute positively to the expansion of knowledge base in school subjects, such as English and Biology, and could potentially provide a deeper immersion in the culture and history of their country and their small homeland.

KEYWORDS: Dinossauros. Elementos de paleontologia. Extracurricular activities in the English language. Paleontological finds. Social activism.

Introdução

Hoje, a metodologia de ensino de línguas estrangeiras está mudando sob a influência de fatores socioculturais e linguísticos. Nesse sentido, o conceito de “ensino de línguas” está gradativamente se expandindo para “ensino de línguas e cultura” (MASLOVA, 2009). O crescimento estável da população indígena, cuja participação na composição étnica da República do Cazaquistão em 1º de janeiro de 2019, de acordo com o Comitê de Estatísticas, era de 70,23% (ABRAMOV, 2018), torna especialmente importante o uso de uma abordagem sistêmica da formação do interesse em conhecer a cultura e a história nacional.

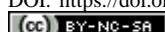
No Cazaquistão, a política de incutir amor, orgulho e devoção à própria pátria e sua história, cultura, tradições e modo de vida e formar um senso de obrigação moral para com isso é implementada em nível estadual por meio dos projetos especiais “Tugan Zher” e “Geografia Sagrada do Cazaquistão”, conforme descrito no artigo “Curso para o Futuro:



Modernização da Identidade do Cazaquistão” (NAZARBAYEV, 2017; 2018). Esses projetos são executados por meio da introdução de componentes regionais nas atividades educacionais, incluindo os elementos do folclore local, história e paleontologia (MASLOVA, 2009). A paleontologia é uma ciência que estuda organismos fósseis de diferentes épocas (RYCHKOVA; RYABCHIKOVA, 2015).

Os projetos especiais "Tugan Zher" e "Geografia Sagrada do Cazaquistão" também podem ser implementados por meio de atividades extracurriculares, relacionadas à realização de pesquisas dos alunos ou projetos de design sob a orientação de professores, bem como visitas a museus de história local no Cazaquistão, onde os alunos pode ver interessantes achados paleontológicos (MUSTAFIN, 2017). Por exemplo, no norte e no leste do Cazaquistão existem museus com coleções paleontológicas, permitindo aos visitantes penetrar nos mistérios da evolução humana, flora e fauna e compreender o passado histórico (ALIYASSOVA et al., 2017, p. 173-183). Visitas a esses museus e estudos adicionais da história da flora e fauna antigas de sua terra natal podem aumentar a motivação dos alunos para dominar as disciplinas de ciências naturais, devido ao interesse inato das crianças por dinossauros e outras bestas místicas (BARKER, 1983, p. 149-158). Também deve ser notado que o envolvimento de alunos do ensino fundamental em várias pesquisas e atividades de projeto aumentam a intensidade do processo educacional e o nível de formação de futuros especialistas competitivos (ALEKSEEV; LEONTOVICH, 2001). Além disso, aprender a história dos dinossauros como um componente integral de ambas as disciplinas escolares (Biologia e Inglês) promove o desenvolvimento do pensamento crítico em conjunto com as habilidades comunicativas e linguísticas (STRADER; RINKER, 1989, p. 65-76). Os alunos aprendem a classificar, comparar, resolver problemas e escolher entre diferentes tipos de animais antigos durante discussões em pares e grupos ou durante jogos educacionais (STRADER; RINKER, 1989, p. 65-76).

Todas as atividades educacionais mencionadas acima podem ser realizadas em inglês, uma vez que a política multilíngue é promovida na República do Cazaquistão em nível estadual para desenvolver processos linguísticos (BEJSENOVA; IBRAEVA, 2019; REPUBLIC OF KAZAKHSTAN, 2010). De acordo com o Conceito de Desenvolvimento da Educação em Línguas Estrangeiras da República do Cazaquistão, uma língua estrangeira é definida como a língua de comunicação internacional que deve ser aprendida juntamente com a língua do Estado (Cazaquistão) e a língua de comunicação interétnica (Russo) (KONCEPCIJA, 2010; BEKEBASOVA, 2018). Assim, o estudo de línguas estrangeiras é reconhecido em nível estadual como um componente socialmente significativo e necessário



da vida humana no mundo de hoje (BEKEBASOVA, 2018). Portanto, a capacidade de compartilhar informações sobre a história, cultura, tradições e costumes da própria pátria em uma língua estrangeira é uma habilidade necessária na realidade de nosso tempo (MASLOVA, 2009).

O objetivo do artigo é avaliar as vantagens da utilização de componentes paleontológicos em atividades extracurriculares de língua inglesa para alunos do ensino fundamental no âmbito do programa nacional "*Tugan Zher*".

As questões abordadas no artigo são de particular relevância devido à importância da implementação dos projetos especiais "*Tugan Zher*" e "Geografia Sagrada do Cazaquistão", do programa nacional "*Ruhani Zhangyru*", dentro dos quadros dos processos educacionais no ensino fundamental, o que leva a aumento da qualidade do ensino e do interesse dos alunos pelas disciplinas estudadas, atendendo aos principais objetivos educacionais. Os autores são os primeiros a evidenciar a possibilidade de utilização de elementos da paleontologia em atividades extracurriculares de Língua Inglesa em classes de ensino fundamental de instituições de ensino geral.

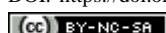
Os resultados da pesquisa podem ser usados em atividades extracurriculares na língua inglesa para alunos do ensino fundamental de instituições de ensino geral.

Métodos e resultados

Em nosso estudo, utilizamos os seguintes métodos de pesquisa: entrevistas semiestruturadas em profundidade, *survey*, análise quantitativa e qualitativa e coleta de dados.

O trabalho de pesquisa foi realizado em várias etapas. Na primeira etapa, estabelecemos uma base metodológica para nossa pesquisa, com base nos dados obtidos durante duas entrevistas semiestruturadas em profundidade com os especialistas paleontólogos, que tiveram como objetivo identificar questões vitais relacionadas à situação atual e às perspectivas dos estudos paleontológicos e sua influência na educação patriótica de jovens cidadãos do Cazaquistão, por meio de atividades extracurriculares no idioma inglês.

A base teórica para o nosso estudo foi lançada pelos trabalhos e declarações dos principais cientistas, psicólogos e educadores, tanto no campo das ciências naturais, incluindo biologia e paleontologia, quanto no campo da pedagogia e ensino de línguas estrangeiras. Eles forneceram uma definição para o termo "paleontologia" (ORLOV, 1959) e identificaram relações interdisciplinares entre esta ciência e outros campos da ciência (RYCHKOVA; RYABCHIKOVA, 2015). Estudamos a análise de achados paleontológicos no território do

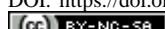


Cazaquistão (ANTONOV, 2016; AVERIANOV; 2007, p. 532-544; BELL; BRINK, 2013, p. 265-274; DYKE *et al.*, 2006, p. 947-953; DYKE; MALAKHOV, 2004, p. 669-674; MAKARKIN; KHRAMOV, 2015, p. 407-415; SKUTSCHAS; KOLCHANOV, 2017, p. 202-208) e os trabalhos de paleontólogos do Cazaquistão (AUBEKEROV, 1974; AUBEKEROV; CHALYKJAN, 1974; BAZHANOV, 1955; TLEUBERDINA, 1955; 982; 1989; 2017; ZHUMABAY, 2017), que provam que "o Cazaquistão é um verdadeiro tesouro da paleontologia mundial" (período *Jurskij Kazahstana*).

Ao mesmo tempo, consideramos os principais aspectos das atividades extracurriculares para alunos do ensino fundamental (AMONASHVILI, 1990; BABANSKY, 2004; KAIROV, 1961; LERNER, 1980; MOKROUSOVA; UZOVLEVA, 1989; NESTEROVA, 2017; VERZILIN, 1983; VODZINSKY, 1961), incluindo atividades eficazes, como períodos de *homeroom*, visitas a museus e trabalhos de projeto (BEZRUKOVA, 2018; IVANOVA, 2012; SOLOMATOV; SHATILOV, 1985; VEDENEVA *et al.*, 2016), e as características psicológicas e específicas da idade dos alunos da 8^a série (SGIBOVA, 2014; VOLKOV, 2017). Nosso estudo das obras acima mencionadas nos leva a concluir que, a idade de 13 anos é mais adequada para a introdução de formas de atividades extracurriculares como projetos dos alunos com elementos de educação patriótica ou familiarizar os alunos da oitava série com as exposições de museus históricos, como tais atividades podem contribuir para a aceitação de "si mesmo" e de seus interesses, o que tem um enorme impacto na escolha futura da profissão.

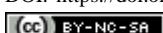
Na segunda etapa, realizamos uma pesquisa com 64 alunos do ensino fundamental do Ginásio nº 45 de Karaganda (Escola 1) e da Escola Lyceum nº 17 de Balkhash (Escola 2) para identificar a atitude deles em relação às atividades extracurriculares em Língua Inglesa e o nível de seu conhecimento de paleontologia, especialmente achados paleontológicos no Cazaquistão. A pesquisa consistiu em duas partes (19 questões). A primeira parte incluiu 6 questões destinadas a identificar a atitude dos alunos em relação às atividades extracurriculares em língua inglesa e seus tipos favoráveis de atividades extracurriculares. A segunda parte incluiu 13 questões destinadas a avaliar o conhecimento dos alunos sobre paleontologia, especialmente flora e fauna antigas do Cazaquistão.

Na terceira etapa, estudamos a possibilidade de integrar elementos da paleontologia às atividades extracurriculares de língua inglesa.



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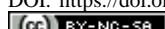
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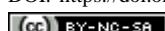
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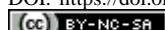
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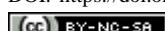
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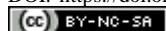
KALIZHANOVA, A. N.; MAKAROVSKAYA, P. Y.; AUPENOVA, A. U.; SHELESTOVA, T. Y.; MARYSHKINA, T. V.; ISHMURATOVA, M. Y. Potencial de utilizar componentes paleontológicos em atividades extracurriculares de inglês para alunos do ensino fundamental. **Rev. EntreLínguas**, Araraquara, v. 7, n. esp. 2, e021011, 2021. e-ISSN: 2447-3529. DOI: <https://doi.org/10.29051/el.v7iesp.2.15137>

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ADVANTAGES OF USING PALEONTOLOGICAL COMPONENTS IN EXTRACURRICULAR ACTIVITIES IN THE ENGLISH LANGUAGE FOR MIDDLE-SCHOOL STUDENTS

POTENCIAL DE UTILIZAR COMPONENTES PALEONTOLÓGICOS EM ATIVIDADES EXTRACURRICULARES DE INGLÊS PARA ALUNOS DO ENSINO FUNDAMENTAL

VENTAJAS DE USAR ELEMENTOS PALEONTOLÓGICOS EN ACTIVIDADES EXTRAESCOLARES EN EL IDIOMA INGLÉS PARA ALUMNOS DE LICEOS Y ESCUELAS DE EDUCACIÓN SECUNDARIA

Anna N. KALIZHANOVA¹
Polina Yu. MAKAROVSKAYA²
Aliya U. AUPENOVA³
Tatyana Yu. SHELESTOVA⁴
Taissiya V. MARYSHKINA⁵
Margarita Yu. ISHMURATOVA⁶

ABSTRACT: The article explores the use of the elements of paleontology in extracurricular activities in the English language, since the materials, enriched with the linguocultural and historical components, contribute to the introduction of students to the linguistic cultures of other ethnic groups within a single state and increase the motivation for learning languages. The correct use of such materials in the project activities of schoolchildren provides opportunities for developing social activism and improving cross-cultural and linguistic competencies. The elements of paleontology in extracurricular activities in the English language could also contribute positively to the expansion of knowledge base in school subjects, such as English and Biology, and could potentially provide a deeper immersion in the culture and history of their country and their small homeland.

KEYWORDS: Dinosaurs. Elements of paleontology. Extracurricular activities in the English language. Paleontological finds. Social activism.

¹ Bolashaq Academy (BOLASHAQ), Karaganda – Republic of Kazakhstan. ORCID: <https://orcid.org/0000-0003-2337-2280>. E-mail: anna.kalizhanova017@gmail.com

² Bolashaq Academy (BOLASHAQ), Karaganda – Republic of Kazakhstan. ORCID: <https://orcid.org/0000-0002-0582-3933>. E-mail: pmakarovskaya@gmail.com

³ Bolashaq Academy (BOLASHAQ), Karaganda – Republic of Kazakhstan. ORCID: <https://orcid.org/0000-0003-1404-746X>. E-mail: aliya.aupenova@mail.ru

⁴ E.A. Buketov Karaganda University (BUKETOV), Karaganda – Republic of Kazakhstan. ORCID: <https://orcid.org/0000-0001-5072-454X>. E-mail: shelestova2009@mail.ru

⁵ Bolashaq Academy (BOLASHAQ), Karaganda – Republic of Kazakhstan. ORCID: <https://orcid.org/0000-0001-5500-7953>. E-mail: taisiya.maryshkina@inbox.ru

⁶ E.A. Buketov Karaganda University (BUKETOV), Karaganda – Republic of Kazakhstan. ORCID: <https://orcid.org/0000-0002-1735-8290>. E-mail: margarita.ishmur@mail.ru



RESUMO: O artigo examina o uso dos elementos de paleontologia em atividades extracurriculares em inglês, visto que os materiais, ricos em componentes linguísticas-culturológicas e históricas, contribuem para o envolvimento de um indivíduo em culturas linguísticas de outros grupos étnicos no interior de um mesmo país, além de incrementar a motivação para aprender línguas. A aplicação correta de tais materiais nas atividades das crianças em idade escolar, potencialmente, desenvolve uma posição cívica ativa, assim como as competências interculturais e linguísticas. Elementos de paleontologia em atividades extracurriculares em inglês também poderiam influenciar positivamente a ampliação de conhecimentos nas disciplinas, tais como Inglês e Biologia, e potencialmente poderia proporcionar a imersão mais profunda em cultura e história de seu país, e da sua terra natal.

PALAVRAS-CHAVE: Dinossauros. Elementos de paleontologia. Atividades extracurriculares na língua inglesa. Achados paleontológicos. Ativismo social.

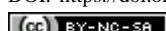
RESUMEN: Aquí se discute el uso de elemento de paleontología en actividades extraescolares dirigidas en el idioma inglés porque los materiales ricos en aspectos culturológicos lingüísticos e históricos facilitan el conocimiento de individuos con culturas lingüísticas de otras grupos étnicas en el marco de un estado común así como producen una motivación alta para aprender idiomas extranjeros. La aplicación correcta de esos materiales en los proyectos desarrollados por los alumnos puede desarrollar su posición civil activa así como sus competencias lingüísticas e interculturales. Los elementos de paleontología en las actividades extraescolares en el idioma inglés también pueden tener un efecto positivo en el aumento del volumen de conocimientos en tales asignaturas como el idioma inglés y la biología y asegurar una inmersión más profunda en la cultura e historia del país nativos así como de la patria chica.

PALABRAS CLAVE: Dinosaurios Elementos de paleontología. Actividades extraescolares en idioma inglés. Hallazgos paleontológicos. Activismo social.

Introduction

Today the methodology of teaching foreign languages is changing under the influence of sociocultural and linguistic factors. In this regard, the concept of "teaching languages" is gradually expanding to "teaching languages and culture" (MASLOVA, 2009). The stable growth of the indigenous population, whose share in the ethnic composition of the Republic of Kazakhstan as of January 1, 2019, according to the Committee on Statistics, amounted to 70.23% (ABRAMOV, 2018), makes it especially important to use a systemic approach to the formation of interest in knowing national culture and history.

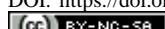
In Kazakhstan, the policy of instilling love, pride and devotion to one's homeland and its history, culture, traditions and way of life and forming a sense of moral obligation towards it is implemented at the state level through the special projects "Tugan Zher" and "Sacred Geography of Kazakhstan", as described in the article "Course Towards the Future:



Modernization of Kazakhstan's Identity" (NAZARBAYEV, 2017; 2018). These projects are executed through the introduction of regional components to the educational activities, including the elements of local lore, history and paleontology (MASLOVA, 2009). Paleontology is a science that studies fossil organisms from different eras (RYCHKOVA; RYABCHIKOVA, 2015).

The special projects "Tugan Zher" and "Sacred Geography of Kazakhstan" can also be implemented through extracurricular activities related to realisation of students' research or design projects under the guidance of teachers, as well as visits to local history museums in Kazakhstan, where students can see interesting paleontological finds (MUSTAFIN, 2017). For example, in the Northern and Eastern Kazakhstan there are museums with the paleontological collections, allowing visitors to penetrate the mysteries of human evolution, flora and fauna and to understand the historical past (ALIYASSOVA *et al.*, 2017, p. 173-183). Visits to such museums and further studies in the history of the ancient flora and fauna of their homeland can increase students' motivation to master natural science disciplines due to the innate interest of children in dinosaurs and other mystical beasts (Barker, 1983, p. 149-158). It should also be noted that the involvement of middle-school students into various research and project activities increases the intensity of the educational process and the level of training of future competitive specialists (ALEKSEEV; LEONTOVICH, 2001). Moreover, learning the history of dinosaurs as an integral component of both school subjects (Biology and English) promotes the development of critical thinking along with communicative and linguistic skills (STRADER; RINKER, 1989, p. 65-76). Students learn to classify, compare, solve problems and choose between different types of ancient animals during discussions in pairs and groups or during educational games (STRADER; RINKER, 1989, p. 65-76).

All of the above-mentioned educational activities can be carried out in English, as the multilingual policy is promoted in the Republic of Kazakhstan at the state level in order to develop linguistic processes (BEJSENOVA; IBRAEVA, 2019; REPUBLIC OF KAZAKHSTAN, 2010). According to the Concept of Development of Foreign Language Education of the Republic of Kazakhstan, a foreign language is defined as the language of international communication that should be learned along with the state language (Kazakh) and the language of interethnic communication (Russian) (KONCEPCIJA, 2010; BEKEBASOVA, 2018). Thus, the study of foreign languages is recognized at the state level as a socially significant, necessary component of human life in today's world (BEKEBASOVA, 2018). Therefore, the ability to share information about the history, culture,



traditions and customs of one's homeland in a foreign language is a necessary skill in the realities of our time (MASLOVA, 2009).

The aim of the article is to assess advantages of using paleontological components in extracurricular activities in the English language for middle-school students within the frames of the national program "Tugan Zher".

The issues addressed in the article are of particular relevance due to the importance of implementing special projects "Tugan Zher" and "Sacred Geography of Kazakhstan" of the national program "Ruhani Zhangyru" within the frames of educational processes at middle school, which leads to an increase in the quality of education and students' interest in the studied subjects, thus meeting main educational objectives. The authors are the first to provide evidence for the possibility to use elements of paleontology in extracurricular activities in the English language in the middle-school classes of general education institutions.

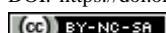
The research findings can be used in extracurricular activities in the English language for middle-school students of general education institutions.

Methods and results

In our study, we used the following research methods: semi-structured in-depth interviews, survey, quantitative and qualitative analysis and data collation.

The research work was carried out in several stages. At the first stage, we established a methodological foundation for our research, based on the data obtained during two semi-structured in-depth interviews with the expert paleontologists, which were aimed to identify vital issues related to the current situation and prospects of paleontological studies and their influence on the patriotic education of young citizens of Kazakhstan through extracurricular activities in the English language.

The theoretical basis for our study was laid by the works and statements of leading scientists, psychologists and educators both in the field of natural sciences, including biology and paleontology, and in the field of pedagogy and teaching foreign languages. They provided a definition for the term "paleontology" (ORLOV, 1959) and identified interdisciplinary relationships between this science and other fields of science (RYCHKOVA; RYABCHIKOVA, 2015). We studied the analysis of paleontological finds on the territory of Kazakhstan (ANTONOV, 2016; AVERIANOV; 2007, p. 532-544; BELL; BRINK, 2013, p. 265-274; DYKE *et al.*, 2006, p. 947-953; DYKE; MALAKHOV, 2004, p. 669-674; MAKARKIN; KHRAMOV, 2015, p. 407-415; SKUTSCHAS; KOLCHANOV, 2017, p. 202-



208) and the works of Kazakhstan paleontologists (AUBEKEROV, 1974; AUBEKEROV; CHALYKHJAN, 1974; BAZHANOV, 1955; TLEUBERDINA, 1955; 982; 1989; 2017; ZHUMABAY, 2017), which prove that "Kazakhstan is a real treasure of world paleontology" (Jurskij period Kazahstana).

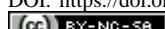
At the same time, we considered the main aspects of extracurricular activities for middle-school students (AMONASHVILI, 1990; BABANSKY, 2004; KAIROV, 1961; LERNER, 1980; MOKROUSOVA; UZOVLEVA, 1989; NESTEROVA, 2017; VERZILIN, 1983; VODZINSKY, 1961), including such effective activities as homeroom periods, museum visits and project work (BEZRUKOVA, 2018; IVANOVA, 2012; SOLOMATOV; SHATILOV, 1985; VEDENEEVA *et al.*, 2016), and the psychological and age-specific characteristics of 8th grade students (SGIBOVA, 2014; VOLKOV, 2017). Our study of the above-mentioned works makes us conclude that the age of 13 is most suitable for the introduction of such forms of extracurricular activities as students' projects with elements of patriotic education or acquainting eighth-graders with the exhibits of historical museums, as such activities can contribute to the acceptance of "oneself" and one's interests, which has a tremendous impact on the future choice of profession.

At the second stage, we conducted a survey among 64 middle-school students of Gymnasium No. 45 in Karaganda (School 1) and Lyceum School No. 17 in Balkhash (School 2) in order to identify their attitude to extracurricular activities in the English language and the level of their knowledge of paleontology, especially paleontological finds in Kazakhstan. The survey consisted of two parts (19 questions). The first part included 6 questions aimed to identify students' attitude to extracurricular activities in the English language and their favourable types of extracurricular activities. The second part included 13 questions aimed to assess students' knowledge of paleontology, especially ancient flora and fauna of Kazakhstan.

At the third stage, we studied the possibility of integrating elements of paleontology into extracurricular activities in the English language.

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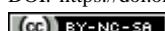
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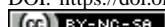
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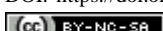
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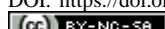
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