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METHODOLOGICAL STRATEGIES TO TEACH FOREIGN LANGUAGES IN PRIMARY SCHOOLS

Abstract: This article represents the discussions and solutions by educational psychologists on how to teach foreign languages in primary schools and how to cope with the problems that language teachers often face while teaching primary school pupils. Furthermore, some effective methodological points by the author have been given to handle the difficulties occurring in language teaching classes.

Key words: psychology, primary schools, early education, foreign languages, characteristics of primary school pupils, optimal methodology, specified age group, curriculum at an early stage.

Language: English

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Introduction

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In educational psychology it has been proved that the transition to early education of foreign languages has to be widely introduced into practice. Language teachers at schools who are already experienced are sometimes unfamiliar with the specifics of early education, with the purpose and objectives of learning in primary school, which creates certain difficulties. Moreover, the teachers often face to the problems if they do not study the psychological characteristics of primary school pupils in order to build the educational process in a nature-friendly way and familiarize themselves with the general didactic principles of teaching in elementary school in order to “fit into” the educational process. One more causes of an unsuccessful lesson is likely to appear when teachers carelessly take into account the specifics of the subject of foreign languages and develop an optimal methodology for teaching it for a specified age group. Therefore, it is worthwhile to dwell in more detail on these issues, difficulties, most often of an objective nature. In this article, I

represented some discussions on how to cope with the problems that have been given above.

LITERATURE REVIEW

A well-used argument for the introduction of languages into the curriculum at an early stage by Bolster, Allison, Christine Balandier-Brow is the apparent enhanced capacity that younger children have for learning languages. However, successful progression in the foreign language cannot be automatically assumed. [1, p.35] It appears dependent on factors such as linguistic continuity in secondary education according to Martin and Johnstone’s theory, as well as other variables such as the length of exposure to the language, individual aptitude, teaching quality and motivation [5, p.17].

Cable, Carrie, Patricia Driscoll, Rosamond Mitchell consider that one factor which influences the quality of teaching that children receive in modern foreign languages is the attitudes teachers hold regarding the subject and the role this plays in establishing an effective curriculum, and the fact that many teachers do not attribute sufficient importance to languages, in a timetable that is already overloaded [2].

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From Coleman, James's point of view, in addition to teacher confidence, the impact of linguistic competence and teachers' perceptions of their own language ability are dominant themes in past primary modern foreign language research. From the outset, trainee teachers' subject knowledge is the most influential factor on their subsequent confidence teaching modern foreign language [3, p. 111]. For teachers, Courtney, Louise say, the demographics of the school, and the burden of time needed to teach and plan for an additional subject, are additional obstacles [4]. Finally, the status given to modern foreign languages by the individual school is also a factor; without the support and enthusiasm of the management to provide training and resources, it is difficult for foreign languages to be truly integrated into the primary curriculum.

METHODS AND METHODOLOGY

I decided to use a questionnaire for my research. Because it allows me to get many expected fair results. Otherwise, I couldn't get the exact answers I needed through other research methods.

RESULTS AND DISCUSSION

It is not a secret for anyone that the teaching methods of any subject in elementary school and in middle school vary significantly, this rule also applies to English classes in elementary grades. Teachers are required not only to have excellent knowledge of the teaching methods of their subject, but also to take into account the psychological characteristics of primary school pupils, because early learning of foreign languages will be successful if it is consistent with human nature and the rules of its development, coincides with the natural way of cognition, corresponding to the psycho-physiological characteristics of younger pupils. Taking into account age-related characteristics helps the teacher to fully use the favorable conditions of a given age and overcome the objective difficulties of organizing the educational process.

In preparing for lessons in elementary school, it is necessary to provide tasks that focus on various types of students' perceptions: visual support, scoring, writing, and practical actions. This combination is especially important when studying new material. The scoring of any material is always present at the lesson: either the teacher himself pronounces (reads) a new vocabulary or grammar, explains the rule, or uses an audio recording. Naturally, it is preferable to use in the classroom audio materials recording native speakers of a foreign language. Such materials are available, attached to each teaching kit in a foreign language. Unfortunately, not all teachers and do not constantly use audio recordings in the lessons, often in conversations with English teachers in elementary school you can hear "Children understand me better". Of course, this is true, but the native speaker's speech is significantly different from the teacher's, the children get used to hearing only one accent and as a result experience difficulties not only when listening to materials recorded by foreigners, but also when communicating with another teacher. I would also like to draw attention to such an aspect as the speaker's visual perception: when communicating with the teacher, the student not only hears the teacher's speech, but also watches his articulation, which greatly simplifies the perception, while in the audio recording he is deprived of such an opportunity, as well as with talking on the phone. Thus, a successful combination of different types of auditory perception when learning a foreign language at the initial stage will help to alleviate difficulties in communicating with a child in a foreign language in the future.

CONCLUSION

All methods of teaching English at school can be classified according to whether the mother tongue is used in teaching process and who is in the centre of the learning process. The approach that we focused on is based on the needs of a listener, in this case the initiative is transferred to the learners, and the teacher acts as a guide. Therefore, it is possible to achieve the most effective work of pupil individually in a group.

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