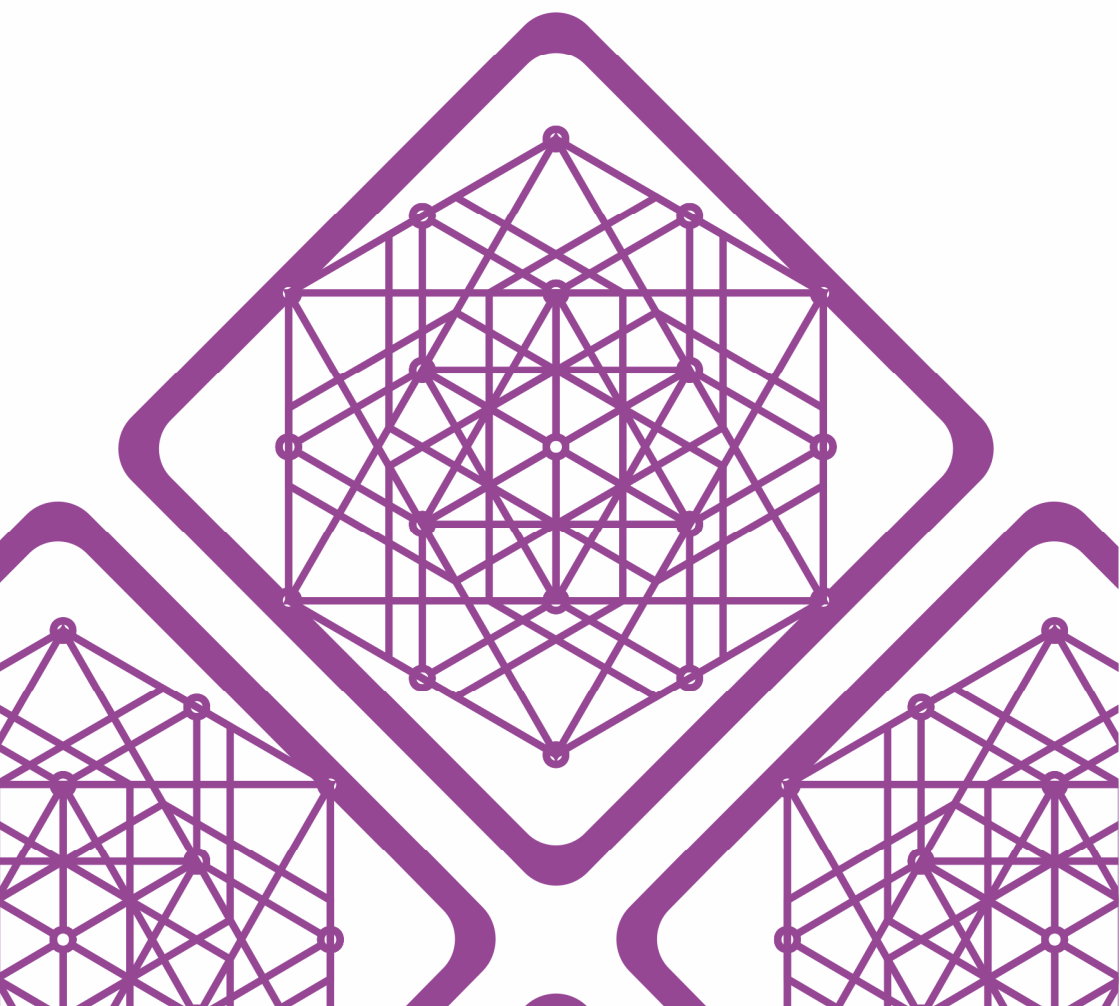


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XXXVI International Multidisciplinary Conference

**INNOVATIONS AND TENDENCIES OF STATE-OF-ART SCIENCE**





# INNOVATIONS AND TENDENCIES OF STATE-OF-ART SCIENCE

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## **METHODS AND FORMS OF TEACHING FOREIGN LANGUAGE IN PRIMARY GRADES: DIVERSE APPROACHES TO SUCCESSFUL LEARNING**

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Foreign language teaching in primary schools represents an important stage of children's linguistic development. In today's world, where globalisation plays an increasingly important role, foreign language skills are becoming a key competence. The new social demands of modern society define the aims of education not only as the mastering by students of specific subject knowledge and skills within individual disciplines, but also as the development of the learner's personality, capable of self-development and self-improvement through conscious and active appropriation of new social experience.

Teaching to learn is necessary in all school subjects, but successful learning in foreign language lessons is especially important, which is explained by the specificity of the subject. Those learning skills, which pupils

have mastered while studying other subjects, cannot always be transferred to a foreign language lesson without appropriate adjustments, and many learning actions need to be formed anew:

- mastering a foreign language takes place outside the language environment with a limited number of hours, when on average one or two minutes of speaking per pupil is required for the whole lesson. Success in such conditions can only be expected if the learner is trained to work independently throughout the whole lesson at school and to organise his/her work on the language productively at home;

- during the training only the basis of practical knowledge of a foreign language is laid, on which the further mastering of the language by students can be based in the volume necessary for their professional work, replenishment of knowledge in the sphere of personal interests, etc. [1, p.13].

To effectively teach foreign language to junior schoolchildren, various methods and forms are used, which seek to activate students, create a positive learning environment and make the learning process interesting and motivating.

The main methods of work used in primary schools are:

1. game method is based on the use of games and entertaining tasks to attract students' attention and create a positive learning environment. Through games, learners actively use language skills, interact with game partners and develop communicative and grammatical skills.

2. The communicative method focuses on developing practical communication skills in pupils. Lessons are structured around real-life situations and tasks that require the use of a foreign language for interaction and communication. Pupils are encouraged to use the language actively through role-playing, dialogues and collective tasks.

3. The grammar method focuses on the acquisition of grammatical rules and structures of the language. The teacher provides rules and explanations of grammatical structures, and then pupils perform tasks aimed at applying this knowledge in practice. This method helps students develop skills in grammatical sentence structure and correct use of language structures.

4. The listening method is based on the development of listening and listening comprehension skills. Pupils are offered audio recordings, texts in the target language or listening tasks with subsequent performance of the tasks. This method contributes to the development of listening skills, improvement of pronunciation and understanding of authentic speech of native speakers.

5. The reading method allows learners to improve their reading skills in a foreign language. Students are presented with texts and books of



appropriate difficulty level, on which they perform tasks related to text interpretation, text questions and vocabulary. The reading method improves reading skills in a foreign language, expands vocabulary and improves understanding of the meaning of the text (highlighting the subject and predicate of the text; the ability to ask questions based on the meaning of the read text; composing an original text based on the plan) [2, p.12].

6. The writing method is aimed at developing foreign language writing skills. Students write short messages, letters, stories or complete exercises to practise spelling, grammar, vocabulary and expression of their thoughts in a foreign language.

7. The culture and country study method helps learners not only learn a foreign language but also expand their knowledge of the culture and country where the target language is spoken. Learners get acquainted with holidays, traditions, cuisine and other aspects of culture, which contributes to a deeper understanding of the foreign language and the acquisition of intercultural competence. Familiarizing students with the culture, history and traditions of other nations and world culture creates the necessary conditions for the formation of personal civic identity, a benevolent attitude, respect and tolerance towards other countries and peoples, and competence in intercultural dialogue.

Each of these methods has its own advantages and can be effectively applied depending on the goals and context of learning. A combination of different methods is often used to achieve the best results and to create a variety of learning situations for pupils.

In the primary grades, various forms of work are used in foreign language teaching aimed at active involvement of students in learning and development of their language skills. Let us consider several popular forms of teaching used in primary grades:

1. Frontal teaching. This form of work involves teaching the whole class by the teacher. The teacher narrates, explains new material, provides examples and asks questions. This approach allows for uniformity and structure in instruction, especially when introducing new concepts or grammatical rules.

2. Group work. In this form of work, students are divided into groups and work on assignments or projects within their group. This helps to develop communication skills and the ability to work as a team. Group work may include paired exercises, small group assignments or team projects.

3. Pair work. In pairs, students co-operate with each other, sharing and discussing information and tasks. This promotes the development of interaction skills, attention to the partner and the ability to listen to others.

Pair work may include role-playing, sharing information or joint problem-solving.

4. Individual work. In this form of work, each student works independently on tasks or exercises. This helps to develop the skills of self-organisation, independence and responsibility for their own learning. Individual work includes textbooks, workbooks, computer programmes or assignments for independent work.

5. Working with authentic materials. The use of authentic materials such as audio and video recordings, texts, adverts or songs is an effective form of teaching a foreign language. It allows students to interact with the real language, acquire practical skills and understand the cultural aspects of the country speaking the target language.

Combining different forms of work allows learners to maximise their potential and develop a variety of language skills. In addition, the variability of learning modalities helps to maintain pupils' interest and motivation in learning a foreign language.

Teaching a foreign language in primary grades requires the use of a variety of methods and forms that promote active participation, communication, play and interactive activities. Combining different approaches and strategies helps to create a stimulating and motivating learning environment, contributing to the successful acquisition of a foreign language.

One of the functions of a teacher applying these teaching models is to manage the process of formation of intellectual, creative abilities and research skills. In order to create conditions for the formation of students' ability to mobilise themselves, to express original ideas, to assist in planning search activities, to use lexico-grammatical material creatively, we used non-traditional forms of foreign language lessons: lesson - holiday, lesson - journey (Novokuznetsk - London), lesson - KVN, lesson - competition (What? Where? When?), lesson - business game, lesson - reflection (Our life in the future), lesson - review (M. Twain - A.S. Pushkin), lesson - holiday, video - lesson, lesson - performance and others. Creating a favourable atmosphere at the lesson, benevolence of assessments from the teacher increases creative activity, motivation to learning. Our observations have shown that encouragement of original statements of the pupil, are a good means for the development of creative activity and the formation of intellectual abilities of students. We have developed the following exercises: the test "Spare word", tasks with missing information, tasks in which there is practically no initial information, and there is only the purpose of activity, synthetic tasks: combine by attribute, tasks of evaluative plan: define, select, tasks for choosing the best solution, etc. In the process of performing these

exercises, students develop the ability to draw conclusions, analyse, synthesise, reason, and the foreign language becomes a means of developing intellectual abilities. Intellectual abilities of primary school students can be started to form with the help of creating problem situations. We use the following methods of creating problem situations: a problem question before reading an unfamiliar text, a problem task that allows us to put forward an assumption, a hypothesis. Analyses of pupils' creative works, questionnaires, observation, conversations with pupils and their parents have shown that intellectual, creative and creative work is the most important factor in the formation of problem situations.

Interest induces the pupil to inner motivation of learning, to overcome intellectual difficulties. Attention, inspiration, imagination form the pupil's urgent need for intellectual activity, readiness for intellectual and creative work as successful factors for learning.

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## **THE ROLE OF READING IN THE DEVELOPMENT OF SPEECH ACTIVITY AND COMMUNICATION IN JUNIOR HIGH SCHOOL STUDENTS**

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In psychological literature, speech activity is defined as "the realisation of people's social and communicative activity in the process of their verbal communication" [3].

Reading is an independent type of speech activity, which provides a written form of communication. B.G. Ananyev considers reading as a complex psychological and physiological process, the basis of which are complex interactions of visual, speech-motor and speech-hearing, and temporal connections of the first and second signal systems [2]. E.G. Asimov

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