



## **REVIEW OF MODERN APPROACHES AND METHODS OF TEACHING A FOREIGN LANGUAGE IN PRIMARY SCHOOL**

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In present-day society, primary school English instruction increasingly accentuates practical utilization. In the context of an English language classroom, educators can incorporate interactive models based on a variety of authentic real-world scenarios to enhance students' proficiency in expressing themselves linguistically and enable them to more effectively apply their acquired knowledge. This facilitation empowers students to genuinely grasp language application proficiency within simulated or genuine life scenarios. The implementation of high-quality education in elementary schools has led to changes in English teaching methods. To engage learners and ensure effective teaching, innovative strategies are necessary.

### ***The situational teaching method***

The situational teaching method provides students with relevant learning experiences but is not used routinely in elementary schools. Instructors often choose inappropriate contexts, resulting in students being overwhelmed and ineffective English learning. This thesis critically examines the challenges of situational teaching in elementary school English instruction and proposes practical recommendations. These include incorporating modern technology and improving instructors' situational assessment skills to enhance the effectiveness of situational teaching in elementary schools. According to the English Curriculum Standard for Compulsory Education (2022), modern foreign language education places great emphasis on the process of language acquisition while prioritizing the practical application of language skills. It emphasizes the importance of students encountering, experiencing, and comprehending actual language within its context, and learning and utilizing the language on this foundation. Long Yao<sup>1</sup> has also explored the significance of contextual pedagogy within English education, elaborating on the concept and its applicability within elementary school teaching. She posits that situational teaching encourages students to engage beyond the guidance of a single instructor, applying complex English theoretical knowledge in relevant teaching scenarios while stimulating their interests in language acquisition and honing their English language abilities. Such methodology has a greater effect on improving the efficacy of instruction within elementary school English teaching.

Moreover, since English serves to unlock a world of possibilities for students, maintaining their interest in learning the language is paramount to the program's success. In recent years, a multitude of researchers have discovered that contextual pedagogy applies to English learners across a broad age range. For instance, Lin Weng<sup>2</sup> and her peers conducted an experimental study on preschoolers and discovered the effectiveness of situational pedagogy in developing spoken English skills. Similarly, Lu Ling introduced situational pedagogy within the vocational and technical school English classroom, further underscoring the potential for practical application within different settings.

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<sup>1</sup> Long Yao. The Use of Situational Teaching Method in Elementary School English Teaching. English Teachers, 2023(05):101-103+108 (in Chinese)

<sup>2</sup> Lin Weng, Dong Han, Liang Yingzhi & Zheng Zhihong. Research on Children's English Situational Teaching in Immersion Environment-Taking the Small Stars English Class as an example(eds.). Proceedings of 2019 9th International Conference on Education and Social Science(ICESS 2019). Francis Academic Press, UK, 2019:712-716.



The main features of this method are language teaching begins with speaking and is presented to students before written form; the target language is used in the classroom; new language knowledge is practiced by introducing it through situations; reading and writing begin to serve as teaching objectives only when students have some knowledge of vocabulary and grammar; and so on. In the teaching process, the teacher purposefully introduces or creates vivid and concrete scenes with a certain emotional color and with images as the main body in order to cause students to have certain attitudinal experiences. This helps students understand the teaching materials and enables the development of students' mental functions as a teaching method. American educator John Dewey believes that the fundamental reason for the failure of traditional education is that it fails to give students a "thought-provoking" situation during the teaching process. Thus, he puts forward the idea of "Learning by doing and learning by playing".

William Hurd Cobbler and other design pedagogy models suggest that the first step is to "create the situation"<sup>3</sup>, which means creating a situation that can cause learning motivation. In this situation, people feel friendly, novel, and focused. Besides, people are easily excited in this situation, which activates their imagination. This way, students can imagine richly and feel deeply, achieving a good educational effect. In summary, researchers and educators both at home and abroad have emphasized the significance of context in education and argued for its incorporation into teaching. However, the strategies for integrating contextual teaching with information technology are not complete or clear enough regarding the profound connotation of contextual teaching in actual classroom settings, especially in today's smart classrooms.

### ***Teaching through role-plays***

Role-play activities can serve as an effective means for practicing English language communication skills and enhancing students' ability to apply and consolidate new knowledge. In elementary school English teaching, teachers are encouraged to employ role-play techniques, whereby students are assigned characters in English texts and engage in realistic dialogues that mirror the corresponding lines in the text. The envisaged teaching scenario provides such students with an opportunity to participate in authentic English conversations that enable them to better comprehend, master, and recall relevant language knowledge, while also honing their English language proficiency and flexibility. For example, in the second grade English textbook "Guess what", students may simulate a doctor's appointment and role-play relevant conversations based on sentence patterns and vocabulary expressions learned in the prior lessons. Compared with mechanical memorization strategies, role-play activities motivate students to internalize and apply new knowledge by practicing and performing dialogues, a process that consolidated prior learning and leverages their previously acquired knowledge of the language. It is important to note that when selecting role-play scenarios, consideration should be given to the level of understanding of elementary school students, as well as their life experiences, as only those life settings that are familiar to them, such as celebrating festivals, visiting museums, and the like, have the potential to enhance their English language skills. To ensure that the scenarios employed are at par with students' understanding, teachers may conduct surveys or hold votes before class to gauge student interest, and hence select the most relevant and relatable situations that allow for the creation of concrete images in the students' learning environment. By creating such scenarios, teachers expose students to authentic English conversations that can deepen their comprehension of the language in a practical and experiential approach.

### ***Teaching English with the help of cartoons***

Language learning and language teaching takes place unconsciously. Cartoons help this process to take place. It creates a realistic target language world for the learner that assures the learner's involvement. Since the learner is exposed to a realistic use of language, he becomes a participant in the target language world. This unconscious involvement of the learner in the language interaction

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<sup>3</sup> Kilpatrick, W.H. Foundations of Method: Informal Talks on Teaching. New York: Macmillan, 1985:348



process helps him acquire the language. Language is learned mostly outside the classroom, i.e., in natural circumstances where language is used for communication. This objective can also be realized by television. This medium is readily accepted by learners since they recognize it as being a part of their life outside the classroom. Once the learner knows how to comprehend the language spoken in cartoons in an interactive classroom situation they can improve and incorporate these skills and techniques into their regular cartoon viewing which gradually will result in their acquisition of the language.

Cartoons would be an excellent tool for developing awareness of the critical features of the target language. For instance, Muzzy BBC offers language-learning cartoons (along with accompanying songs, activities, games, and more). Learners get exposure to the culture where the language is spoken (through video recordings, and commercials) along with the language. Child literacy is one of the main priorities of both federal and private organizations around the world.

Literacy holistically involves the ability to use language for communication and interaction with other people. Learners who watch cartoons very often are effective in their communication and educational institutions should assist the learners in developing their language skills. In cartoons, the child observes, compares, compares, and classifies objects by certain characteristics, makes available to him analysis and synthesis, and draws conclusions and generalizations. Magic English is a video course for children. It is a fun and relaxing way to learn the English language.

**Used literature:**

1. Long Yao. The Use of Situational Teaching Method in Elementary School English Teaching. *English Teachers*, 2023(05):101-103+108 (in Chinese)
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