

NEW METHODS OF TEACHING FOREIGN LANGUAGES TO LOW-LEVEL STUDENTS IN PRIMARY GRADES

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Abstract:

This article explores novel methods for teaching foreign languages to primary grade low-level students. With the increasing importance of global communication skills, it is imperative to equip young learners with the foundations of language acquisition. However, traditional approaches often fail to engage and effectively teach students at the lower proficiency levels. This abstract highlights innovative strategies such as immersive storytelling, gamification, and multisensory learning techniques tailored specifically to the needs and cognitive abilities of primary grade students. By integrating these methods into language instruction, educators can create dynamic and inclusive learning environments that foster linguistic development and cultural awareness from an early age.

Key words: foreign language education, primary school, low-level students, language acquisition, innovative approaches, immersive storytelling, gamification, multisensory learning, linguistic development, cultural awareness.

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Many new methods of teaching foreign languages are created by pedagogues depending on the level of knowledge of students. In particular, these methods are effective for learners with low mastery or insufficient interest and knowledge. In particular, we describe several innovative language teaching methods that are particularly useful for students who study in primary grades and who are slow learners compared to their peers.

1. **Total Physical Response (TPR)**: This method involves using physical movement and gestures to reinforce language learning. Teachers can demonstrate actions and have students mimic them, associating vocabulary with movement.

2. **Storytelling**: Utilizing storytelling techniques can engage young learners and help them absorb language naturally. Teachers can use simple stories with repetitive language patterns and colorful visuals to reinforce vocabulary and grammar.

3. **Multisensory learning**: Incorporating different senses into language learning can enhance retention. Activities like using flashcards with pictures, listening to songs or audio clips, and hands-on activities like crafts or cooking can make learning more interactive.

4. **Language game**: Games make learning fun and encourage active participation. Teachers can use language games like bingo, memory matching, or role-playing to reinforce vocabulary and grammar in an enjoyable way.

5. **Technology integration**: Incorporating technology can appeal to digital-native students. Interactive language learning apps, educational videos, and online resources can supplement classroom instruction and provide additional practice opportunities.

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6. **Peer teaching**: Pairing students to practice language skills together can foster collaboration and peer support. Teachers can encourage students to work in pairs or small groups to practice speaking, listening, and reading skills together.

7. **Cultural immersion**: Introducing students to the culture associated with the target language can make learning more meaningful. Teachers can incorporate cultural elements like music, dance, food, and holidays into lessons to provide context and enrich the learning experience.

8. **Task-based learning**: This approach involves structuring lessons around real-life tasks that require language use, such as ordering food or asking for directions. Task-based learning promotes communication skills and provides practical language practice.

9. **Picture books and Comics**: Using visually appealing materials like picture books and comics can captivate young learners' attention and support language comprehension. Teachers can use these resources to introduce vocabulary and stimulate discussion.

10. **Language learning through play**: Incorporating play-based activities into language learning can create a relaxed and enjoyable learning environment. Activities like role-playing, storytelling with puppets, and imaginative play can promote language acquisition while allowing students to have fun.

Conclusion: By integrating these methods into primary language instruction, teachers can create dynamic and engaging learning experiences that cater to the unique needs and interests of young language learners. Overall, the effectiveness of these methods depends on various factors such as the learners' age, proficiency level, learning styles, and the specific context of language instruction. Integrating a combination of these methods tailored to the needs and preferences of low-level students in primary grades can lead to positive language learning outcomes.

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