

Some Difficulties in Learning Foreign Languages for Children in Primary Schools

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Abstract. This article gives information about effective strategies for young learners in FL courses include the use of technology, such as language learning software and apps, as well as visual aids, such as graphic organizers and pictures. Teachers can also incorporate games and other interactive activities to make learning more engaging and enjoyable for these students. Collaboration with special education teachers and support staff can also be beneficial for students in FL courses. This trend highlights the importance of early language learning and the value that society places on being multilingual. It also underscores the need for schools to provide quality FL instruction starting at a young age, and to offer opportunities for students of all backgrounds and abilities to develop proficiency in a second language. By doing so, schools can help prepare students for success in higher education and in a globalized world.

Key words: foreign language education, primary school, Internet resources, distances learning, professional competence.

The challenges of teaching foreign languages to young learners with till go mostly unnoticed in the educational system. The paucity of studies tackling this issue is glaring but if we focus exclusively on those related to the perspectives of teaching professionals, the number is still in the single digits. Thus, we believe that the stakeholders' (i.e., specialist teachers and headship of the school) viewpoints are of paramount importance, since these might influence both the academic performance and the life and development of these children (Ajzen, I.,Ruppar, A.L).

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Therefore, it is crucial for language instruction to be tailored to the developmental stage of the learners. For young children, this means providing a supportive and immersive environment where they can absorb language naturally through play, songs, and stories. As they get older, explicit grammar instruction and vocabulary building can be introduced to

supplement their growing knowledge of the language.(Ellis, R.)

Additionally, it is important to recognize that language learning is not just about mastering grammar and vocabulary, but also about developing intercultural competence and empathy towards other cultures and ways of life. Language instruction should therefore include opportunities for students to engage with speakers of the target language, learn about their culture and customs, and develop a deeper understanding of global issues.

Early language learning is becoming increasingly important in our globalized world, and schools have a crucial role to play in providing quality language instruction to students of all ages and backgrounds. By doing so, we can help prepare our students for success in higher education and in their future careers, while also promoting intercultural understanding and empathy.

Discussions about a critical or sensitive period for language learning have concluded that maturational constraints tend to be limited to accent and do not impact other language domains. As most teachers in early years FL programs are English as lingua franca users, few can serve as authentic models. Their accent will impact what children can do over time. It is unrealistic to expect native-like proficiency beyond that of the teachers in contexts where children rely on input offered overwhelmingly by their teachers and peers.(Nikolov M., Djigunović J.,).

These studies highlight the importance of having teachers who are not only proficient in the target language, but also knowledgeable about child development and effective teaching strategies for young learners. They also emphasize the need for ongoing professional development and support for FL teachers to ensure that they are equipped with the skills and knowledge necessary to provide high-quality language instruction to preschool learners.

So, the research on early language learning underscores the importance of providing young children with opportunities to learn languages in a supportive and engaging environment, while also recognizing the broader benefits of language learning for personal, academic, and societal development. As we continue to navigate a rapidly changing global landscape, investing in early language learning will be essential for preparing our children for success in an increasingly interconnected world.

Portiková (2015) investigated FL teaching in Slovakian preschools (state, private, and churchfunded). She collected data using questionnaires, classroom observation, and interviews. Her findings pointed to problems of shortage of qualified FL teachers and a generally non-systematic approach to provision as well as assessment of teaching conditions. As in many other contexts, preschool FL teaching in Slovakia is often organized under parents' pressure and with key stakeholders not knowing about basic principles of FL teaching and learning at the preschool age.

The role information and communications technologies (ICT) can play in pre-primary FL learning is an emerging area. Alexiou and Vitoulis (2014) conducted a small-scale experimental study to reveal how using an interactive website contributed to the learning of 15 words. They found encouraging results in favor of the experimental group. In another experimental study, an interactive e-book (Gohar, 2017) was used to improve kindergarteners' print and phonological awareness, listening, and meaning making abilities of young learners. Results supported uses of songs, interactive games, and audio files in the

treatment group.

The new school needs a teacher who works in the format of creative searches, based on the achievements of traditional methods and, at the same time, has innovative elements, a teacher who is self-motivated not for reproduction, but for an experiment, research, innovation. At the same time, such a teacher should be responsible for the results of his work – the students' education and upbringing. A modern teacher should make a scientifically and pedagogically sound choice of a curriculum, appropriate didactic means, textbooks and manuals, develop such methodical system of teaching in a subject in order to stimulate students' interest in creative search, to realize the meaningful aspect of certain subject teaching, which provides ensuring that the student's level of education corresponds to the requirements of development of science and practice's current level, that is to be professionally mobile

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