

explain, are natural listeners, like to repeat loudly or talk to themselves, read slowly in linear thinking, and prefer listening to receive information more than reading.

Kinesthetic learners like to learn with their hands and whole body movements, such as taking notes, crossing in books, learning by themselves, they say simple refinement, mainly through learning and solving practical problems, like to make gestures, due to the rapid change of attention, it is difficult for them to calm down and learn, learning and like to go out to rest.

Having studied the features of using a differentiated approach to teaching, we came to the following conclusions.

The teacher needs to present information in an accessible form that is convenient for students to understand. Differentiated teaching methods focus on the gaps between individual students and understand and respect the differences between students. According to the differences between the students' learning style, habits, interests, knowledge base and personality characteristics, a variety of English teaching methods are constructed, which stimulates the students' enthusiasm for English learning. It can actively learn and participate in the classroom and extracurricular English learning activities, play the role of students as the subject of learning.

A differentiated instruction is a relevant way of organizing educational material in accordance with the needs and capabilities of students. Using this approach involves direct contact between the teacher and a specific group of students and subsequent adaptation of the educational process based on selected criteria. A differentiated approach allows you to individualize the learning process and, as a result, increase interest and motivation in learning a foreign language on the part of students.

References:

1. 何周春, 龚彦知. 中国英语学习者语法意识发展路径及成因研究[J]. 外语界, 2015(05):52-60. [He, Zhouchun. Study on the development path and causes of grammar consciousness among Chinese English learners / He Zhouchun, Gong Yanzhi // Foreign language. – 2015. – 5. – P. 52 – 60].
2. 乔文凤. 中学英语语法教学中有效的原则[J]. 读与写杂志, 2011(06):105. [Qiao, Wenfeng. Principles of English grammar teaching / Qiao Wenfeng // Read and write magazines. – 2011. – 6. – P. 105].
3. Tomlinson C.A. What is differentiated teaching. Differentiation teaching guide with differentiated teaching to light up the students in the future / C.A. Tomlinson // Differentiated teaching guidelines [Electronic resource]. – Mode of access: <https://zhuanlan.zhihu.com/p/250619094>. – Date of access: 27.01.2024.
4. Diverse Learners, Differentiated Instruction / Better Chinese // [Electronic resource]. – Mode of access: <https://www.betterchinese.com/blogs/better-chinese-blog-tips-on-how-to-teach-chinese/diverse-learners-differentiated-instruction>– Date of access: 27.01.2024.
5. 周梅芬. 初中英语写作教学有效性提高之基本原则与方法浅探[J]. 当代教研论丛, 2014(10):85-94. [Zhou, Meifen. Discussion on the basic principles and methods of improving the effectiveness of junior middle school English writing teaching / Zhou Meifen // Foreign language teaching. – 2014. – 10. – P. 85-94].
6. 侯小雯. 不同学习风格类型的大学生在线学习适应性研究[J]. 教学研究, 2023(06):1-10. [Hou, Xiaowen. Research on the adaptability of online learning among college students with different learning styles / Hou Xiaowen // Research in teaching. – 2023. – 6. – P. 1-10].

UDC [373.3.046:811.111]-021.64

STRATEGIES FOR CREATING AN ENGLISH LANGUAGE ENVIRONMENT IN PRIMARY SCHOOL

Miao Ye

*Master's degree student of the Department of Foreign Languages
Belarusian State Pedagogical University named after Maxim Tank, Minsk
miao7686@gmail.com*

The ultimate purpose of learning a language is to communicate and develop a person's general literacy and linguistic competence. The prerequisite for improving students' oral communication ability in the primary school English class is a rich learning environment providing enough stimuli and resources for effective communication. This paper analyses the importance of language environment to English oral learning and explains how to create a good language environment from three aspects: in the classroom, on campus and at home.

Keywords: language environment; literacy development; TEFL; English oral communication.

The language environment in foreign language education refers to the environment in which English is used in relation to English. Language environment is divided into natural environment and creative environment. Natural environment refers to the countries and regions where English is used. Creative environment refers to the artificial environment needed for learning English in non-English-speaking countries, such as English classrooms, English corners, English films, English radio programs and so on.

Richards, J. C. and Schmidt, R. consider language environment to be the oral language that learners encounter in educational and social settings and serve as potential listening input for the language learning process [1, p. 46-47].

The essence of the English language environment is one of immersion, conscious participation and repeated practice. We cannot actually teach our students a language, we can only create an environment suitable for foreign language learning. China is neither a native speaker of English nor a country where English is used as a second language, therefore, the lack of English language environment is the biggest problem faced by English learners in China [2, p. 123].

The unfavourable English language environment has determined that the type of English learning in our country is 'learned', that is, English is learned mainly through the classroom. 'Learned' focuses on the rules and forms of language, such as phonetics, vocabulary, collocations and grammatical components, which allows students to acquire basic knowledge in the quickest and most effective way [2, p. 124].

For us, the ultimate goal of language learning is to communicate. The 2022 version of the new Curriculum Standard clearly states that the teaching objectives of English speaking skills at primary school level are: to build up confidence in speaking English boldly, to be willing to introduce themselves, their friends and family members in English, to be able to exchange simple information about their studies and lives with others, and to have the initial ability to express themselves in a coherent manner [3, p. 6-7].

For the vast majority of students, the learning of language application is only limited to the classroom learning stage. In the classroom teaching process, English language learning is often taught through Chinese, and the language input process lacks the necessary conditions for English learning. Coupled with the lack of daily life and communication environment, Chinese students have poor language skills when they actually communicate in English. Therefore, a good language learning environment has become a key factor in the success of English learning.

On the one hand, creating a good language environment can stimulate students' interest in learning English. Many students cannot learn English well largely because they don't like English. As the saying goes, "Interest is the best teacher". We often redouble our enthusiasm to do things we are interested in. If we are not interested, we have no desire to learn it well. No matter how hard you try, there is no sense of accomplishment. Therefore, it is crucial to create a good language environment to make students fall in love with English and to stimulate students' interest in learning English to the greatest extent.

Creating a good language environment can expand the space for English learning. A good language environment provides English learners with more than just an environment for speaking or communicating. It is more of an ability and habit to think directly in a foreign language. The creation of a language environment helps students understand foreign culture and cross-cultural connotations, treat foreign cultures correctly, and use appropriate and decent

language for cross-cultural communication.

Due to the lack of a rich language environment, Chinese primary school students often lack fluency and efficiency in the actual use of English. A good language environment is the basic condition for improving students' oral communication skills. In China, English is learned as a foreign language, and English learning is mainly classroom-based, while the places where students stay most are the campus and home. Thus, in order to improve students' English learning, we can envisage how to create a good language environment in the classroom, campus and home, so that students can have more opportunities to communicate orally in their daily life.

To promote the rich English learning environment we suggest comprehensive approach that implies creating an English environment in the classroom, on campus, and at home. Literacy rich environment will provide a wide array of visual, auidial and complex stimuli to encourage oral and written skills development.

As for the **classroom English environment**, teachers should use English as much as possible in the classroom, adopt a language account suitable for the students' English level to teach, explain and organize classroom activities to create a good English atmosphere for students, which plays an important role in developing students' oral communication skills. At the same time, the classroom teacher should also be encouraged to use English to communicate among students as much as possible, so that the repeated practice of feeling, gradually students are familiar with the teacher's classroom language, they can naturally integrate into the English atmosphere.

Secondly, teachers can carefully design classroom teaching activities to create a language-using environment. Such as daily reports, free conversation, role-playing, free communicative performances, etc., which can mobilize students' motivation to learn and communicate, and at the same time connect the English language with students' real life, so as to achieve the purpose of learning to use, and the language learned can be used freely in life.

Thirdly, the use of multimedia, visualizations, pictures, objects and other learning aids to create a good communicative environment in English will stimulate students' interest in speaking English. Teachers can make students feel interested in communicating in English by creating a language communication environment that is close to their lives, so that they can immerse themselves in a real, natural and vivid language atmosphere.

Fourthly, changing the roles of teachers and students can help. The teacher's role is to create an enabling condition in the classroom that is conducive to learners' acquisition of a foreign language: to enable students to use the language and ultimately master it through interaction and communication. In the classroom, students should become the main body of learning. Teachers should change the image of omniscient and omnipotent language authority and play multiple roles in the classroom, becoming the tutor, assistant and communicator of students.

As for creating a **language environment on campus**, teachers encourage and lead students to create an "English corner", the use of after-school time for conversations and exchanges, to overcome obstacles, boldly say, do not have to worry about saying the wrong thing, as long as they can understand each other, as long as the practice more, the vocabulary and other language reserves will continue to increase, the student's speaking level will be greatly improved.

Secondly, the organization of colourful extracurricular activities can sustain the development of students' English communication skills. For example, students can find a favourite topic to perform on, and they can also do voice-over performances. Most of the primary school students like cartoons, animation and so on, so they can match corresponding English dialogues according to the content of the pictures or animation. In addition, various competitions, such as telling English short stories, singing English songs, reciting in English and so on, can be carried out for oral training. It can not only improve students' English speaking ability, but also cultivate their ability of unity and co-operation.

Lastly, the rich learning environment can be created by making full use of the classroom garden, the school newspaper, the radio and other publicity venues, so that students can listen, read and talk more, students will absorb it without realizing it.

The third milieu of **English learning environment can be expanded to homes**. The first way to achieve it is that students can watch English programs on television. Nowadays, television programs are rich and varied, and there is no lack of English programs among them. In particular, many of them are specially recorded for children, which are very suitable for primary school students who are learning English for the first time, and this is a very favorable condition to provide students with a good opportunity to listen to and practice. This is a very favorable condition, giving students a good opportunity to listen to and practice. This can not only increase their knowledge, but also broaden their horizons and enrich their lives.

Secondly, students can watch English-language films. Many students like to watch cartoons, children's films, etc. There are many English-language versions available on the Internet and in the market. Encouraging students to watch such English-language films will enable them to practice their speaking and listening skills while entertaining themselves, thus killing two birds with one stone.

The third point is to persist in listening to and reading English every day, and learn to sing simple English songs and so on. Students can listen to some audio materials as background music. Over time, through the training of intentional and unintentional attention, students will unconsciously listen to English, speak English and sing English songs.

The fourth point is that teachers can organize students to create an online communication platform and use their spare time to communicate in English, whether it is voice communication or text communication, which is an excellent exercise opportunity for students.

All in all, oral communication is the focus of primary school English teaching and also the difficulty for teachers. A good language environment is the basic condition for improving students' oral communication skills. Therefore, in the process of teaching activities, teachers need to use various means to create various scenes to cultivate students' interest in oral communication, make students willing to communicate and be good at communication, let students learn more knowledge, and improve students' oral communication ability in English. This can be maintained through comprehensive promotion of English learning environment at school, on campus, and at students' homes.

References:

1. Richards, J. C. *Approaches and Methods in Language Teaching* / J. C. Richards, R. Schmidt – Cambridge University Press, 2014. – 142 p.
2. 康莉丽. 我国英语学习环境略论/康莉丽//长春师范大学理论研究, 2015。 – 123-126 页。 [Kang Lili. A brief discussion of the English learning environment in China / Kang Lili // Changchun Normal University Theoretical Research. – 2015. – Vol.15. – P. 123-126.]
3. 中国教育部. 义务教育英语课程标准—北京: 北京师范大学出版社, 2022。 – 6-7 页。 [Ministry of Education of China. *English Curriculum Standards for Compulsory Education* / Ministry of Education. – Beijing: Beijing Normal University Press, 2022]

UDC 372.881.111.1

THE APPLICATION OF CONTRASTIVE ANALYSIS IN TEACHING ENGLISH

Qiu Yunjia

*Master's student of the Department of Foreign Languages
Belarusian State Pedagogical University named after Maxim Tank, Minsk
1399045574@qq.com*

As a language discipline English plays an important role in the basic education stage. Grammar is the core of any language. The achievement of the purpose of English grammar teaching is a