

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.

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THE APPLICATION OF CONTRASTIVE ANALYSIS IN TEACHING ENGLISH

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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

common problem faced by all foreign language educators at present, and the use of effective teaching methods is an important link in achieving teaching objectives. This article provides a rough contrastive analysis of modal verbs in English and Chinese, exploring the role of contrastive analysis in the teaching process, and demonstrate the feasibility of this method in teaching English language.

Keywords: contrastive analysis; teaching English language; SLA; FLA; grammar; modal verbs.

Learning a foreign language is a compulsory course for the vast majority of students, and both English and other languages cannot be separated from the language learning environment. Their learning environment, whether it is the social environment or the classroom teaching environment, is different from the mother tongue environment and also different from the language environment of a second foreign language. Second language acquisition (SLA) and Foreign language acquisition (FLA) are two completely different concepts. SLA refers to language acquisition in the target language learning environment, such as Chinese native speakers learning English in the United States, while FLA refers to language learning in non-target language environments, such as Chinese native speakers learning English in China. SLA has more advantages compared to FLA. SLA learners generally have higher oral proficiency, more accurate and error free speech acquisition, more natural grammar acquisition, different cognitive processing, and differences in brain activation [1, p. 1].

Recent research has focused on various side effects of EFL teaching, such as issues related to language proficiency, cultural identity, and teacher burnout (Chen, Derbyshire, Shehaden, Coombe) [2, p. 17].

From the perspective of the function of grammar, it reveals the internal laws of language, is the experience summary of the language that people have used for a long time, and for foreign language learners, grammar rules are the "shortcut" to master a language. With the necessary knowledge of grammar, student can further consolidate, expand and accumulate English vocabulary, thereby improving learning efficiency.

The contrastive hypothesis was proposed by Rado in his *Linguistics Across Cultures* (1957) at the height of behaviorism. The hypothesis explains second language acquisition using the behaviorist theory of stimulus-response-reinforcement, which suggests that second language acquisition is the result of habit formation through stimulus-response-reinforcement [3, p. 58]. Contrastive analysis is a theory applied in teaching. The contrastive analysis method makes teaching easier and more meaningful, and it is fully applied in English teaching.

We will consider the application of contrastive analysis used in teaching English modal verbs to FLA students. The language environment for English and native language teaching in China is completely different. Mother tongue teaching is conducted in a native language environment where students have initially acquired the ability to communicate in their mother tongue. Therefore, the overall social environment can inevitably promote the improvement of their language abilities. Unlike this, English teaching generally begins when learners have no knowledge of English and lack a real English environment, with most language input relying on English classrooms. Therefore, unless language learners have reached a high level, a foreign language learner or user cannot think without their mother tongue. Especially in the early stages of learning, the connection between their foreign language and thinking is always indirectly mediated by their mother tongue, and interference between languages is constantly visible. C. F. Hockett stated in his *Course in Modern Linguistics* that "the main obstacle to mastering a foreign language is the difference in grammar core between the language to be learned and the learner's mother tongue. In the absence of correct comparison, language interference can subconsciously lead to negative transfer" [4, p.246]. This means that learners need to spend more time and energy to understand and master the grammar rules of a foreign language in order to better master this language. However, this does not mean that learning a foreign language is impossible, as long as learners have enough perseverance and patience, they can overcome these obstacles and master a new

language. Therefore, it is particularly important to correctly use the contrastive analysis method in foreign language teaching in China.

Since English and Chinese belong to completely different language families, the grammatical comparison between Chinese and English is very complicated.

In English modal verbs are a type of auxiliary verb that express various meanings such as ability, permission, possibility, obligation, necessity, request, suggestion, certainty, and probability. While in Chinese, modal verbs known as "yǔ qì cí" (语气词), which is a type of verb that indicate the mood or attitude of the speaker towards the action or state described by the main verb. They modify the main verb and provide additional information about how the speaker feels or thinks about the action. They can be used in both affirmative, negative and question sentences.

We made a comparison of English and Chinese modal verbs, and draw a conclusion that the similarities are as follows:

1. Both have a close (not open) set of modal verbs that can be formally defined.
2. Both express such concepts as volition, probability, and necessity.
3. English modal does not have "-s" form for the third person singular. Chinese as a language with few morphological inflections will never change its verb form.
4. Both are polysemantic.

The differences are as follows:

1. English modals can be used to substitute for the whole verb phrases to avoid repetition. But in this situation, the subject before the modal cannot be omitted.
2. Chinese modal verbs can be followed by predicative adjectives, whereas English modal verbs cannot.

3. There are some differences in the interrogative construction.

In English: Modal verb+ Subject + Lexical verb, e.g.: Will that happen to me?

In Chinese: a. Subject + Modal verb + Lexical verb/Adjective + 吗 (ma)?

b. Subject + Positive modal verb + Lexical verb + Negative modal verb + Lexical verb?

c. Subject + Positive modal verb + Negative modal verb + Lexical verb?

e.g.:

In Chinese, it expresses the same meaning:

你能去吗? (ni neng qu ma?)

你能去不能去? (ni neng qu bu neng qu?)

你能不能去? (ni neng bu neng qu?)

In English: Can you go (or not?).

Through the rough comparison and analysis of modal verbs in Chinese and English mentioned above, it can be seen that there are many similarities and differences in grammar between the two languages. These differences constitute unfavorable factors in learning. It should be pointed out that language differences can indeed lead to difficulties in learning, but they may not necessarily result in errors in use. Due to difficulties in learning, it can stimulate students to double their efforts to master it, thereby preventing or avoiding errors in usage.

Based on the above analysis, it can be seen that the contrastive analysis teaching method has significant application value in the process of English grammar teaching. Its advantages can be summarized as follows:

1) Teachers can compare their mother tongue with the foreign language they want to learn, identify differences, and anticipate difficulties that students may encounter during the learning process, thus providing corresponding special treatment during the teaching process.

2) Special attention should be devoted to the similarities and differences that must be distinguished from their mother tongue, teachers can design reinforcement training to help students overcome interference from their mother tongue, thereby forming and cultivating new language habits.

3) Teachers can summarize errors and provide feedback to students through the results of intensive training, allowing students to use grammar similarities and differences cautiously in their future habits, allowing them to personally experience English and learn with English thinking, thereby overcoming grammar difficulties and effectively improving their English learning level.

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TEACHING STRATEGIES FOR DEVELOPING SKILLS OF PROFESSIONALLY-ORIENTED COMMUNICATION

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Conveying the significance of integrating English within vocational pursuits, this article underlines the invaluable capacity to equip learners with cross-national immersion and professional development prospects. Additionally, it emphasizes the expedited advancement of globalization via alliances with overseas institutions, internationally recognized accreditation systems, and global perspectives embedded within the educational program. Furthermore, it underscores the critical function of career counseling in guiding students towards their career aspirations. The discourse scrutinizes the unsuccessful or subpar methodologies utilized by students in grasping English proficiency and the necessity for suitable and potent study methods. It advocates for the implementation of innovative technological tools in education, such as digital platforms, simulations, and virtual reality, to enhance learning processes and cultivate indispensable digital skills. Moreover, there is a call for experiential learning, involving hands-on experience and theoretical application in authentic environments, to propel both scholastic and professional advancement.

Keywords: integrating English, teaching strategies, collaboration, curriculum, vocational education.

Vocation education occupies a crucial position within the nation's educational framework and human capital advancements, holding the comprehensive duty for nurturing holistic talents, preserving technical expertise, and amplifying career advancement. To attain this aim, the student body size of China's higher-tier vocational colleges has persistently amplified, appreciably improving access to tertiary education. This noteworthy transition has not merely democratized higher education prospects, but has simultaneously engendered a more adept, skilled labour force for our society.

Increasing the student base of higher-tier vocational colleges is also a pivotal step towards advocating societal justice. By augmenting admission thresholds at such establishments, many have now gained the potential to receive professional technical instruction, thereby augmenting their employability. This coupling is not only beneficial to individual development, but also to societal progression. It will escalate productivity, quicken economic expansion, and reinforce social equilibrium.