CZU: 373.3.015.3:811.111`243 **https://doi.org/10.59295/sum5(175)2024_03**

PSYCHO-PEDAGOGICAL CONDITIONS CONDUCIVE TO INTENSIVE ENGLISH LANGUAGE LEARNING BY PRIMARY SCHOOL STUDENTS

Viorica GORAȘ-POSTICĂ, Dana-Maria MOTFOLEA,
Moldova State University

The article includes an analytical approach to the psycho-pedagogical conditions that favor the intensive learning of the English language by primary school students. The research methodology consisted in studying the specialized literature from the perspective of its functionality in the classroom. As psycho-pedagogical conditions, which stimulate the teaching-learning-assessment process of students in the age of information and technologies, we researched: the learning environment, the professional level of teaching staff, the pedagogical principles, the interactive teaching-learning-assessment methodology, the use of ICT and other didactic resources, the partnership with the family. The finality of these conditions focuses on the knowledge of English as an international language, and as an essential competence in today's society, which justifies the fact that Romanian students learn English starting within preparatory class, recently introduced in primary education, until the end of secondary education, then the high school, with the possibility to continue at the university or in other forms of education for young people and adults.

Keywords: *the learning environment, the professional teaching staff, the pedagogical principles, the interactive teaching-learning-assessment methodology, the use of ICT and other didactic resources, the partnership with the family.*

CONDIȚII PSIHO-PEDAGOGICE CONDUCENTE ÎNVĂȚĂRII INTENSIVE A LIMBII ENGLIZE DE CĂTRE ELEVII DIN ȘCOALA PRIMARĂ

Articolul include o abordare analitică a condițiilor psihopedagogice care favorizează învățarea intensivă a limbii engleze de către elevii din clasele primare. Metodologia de cercetare a constat în studierea literaturii de specialitate din perspectiva funcționalității acesteia în sala de clasă. În calitate de condiții psihopedagogice, care stimulează procesul de predare-învățare-evaluare a elevilor din epoca informației și a tehnologiilor, am cercetat: mediul de învățare, cadrul didactic profesionist, principiile pedagogice, metodologia interactivă de predare-învățare-evaluare, utilizarea TIC și a altor resurse didactice, parteneriatul cu familia. Finalitatea acestor condiții se focusează pe cunoașterea limbii engleze ca limbă de circulație internațională ca și competență esențială în societatea actuală, ceea ce justifică faptul că elevii români învață engleza începând cu clasa pregătitoare, recent introdusă în cadrul învățământului primar, până la sfârșitul învățământului gimnazial, apoi cel liceal, având ulterior posibilitatea de a continua și la universitate sau în alte forme de educație a tinerilor și adulților.

Cuvinte-cheie*: mediu de învățare, personal didactic profesionist, principii pedagogice, metodologia interactivă de predare-învățare-evaluare, utilizarea TIC și a altor resurse didactice, parteneriatul cu familia.*

Introduction

The interest in learning English, as one of the languages of international circulation, by the population of the whole world, of different ages, is constantly expanding and, respectively, its teaching is developing, adapting to various social and psycho-pedagogical conditions. On the one hand, the users, in our case the children, but indirectly also their parents, on the other hand, the teachers and managers, are becoming more aware and more responsible of the need to diversify educational offers and adapt them to the needs of the subjects. Teaching English as a foreign language to young schoolchildren is not an absolute novelty, even if formal education has relatively recently legislated learning standards in several countries.

In Romania, but also in the Republic of Moldova, through non-formal didactic approaches, with a playful character, preschool children and primary school students learned English, oral teaching in this sense, having a wider spread. Obviously, the friendly/inclusive educational environment, the educational Curriculum with all its components, including the contents and pedagogical methodology, but also the effective partnership with the family decisively contributes to the qualitative learning of communication, as a crucial linguistic action.

The research methodology consisted in studying the specialized literature from the perspective of its functionality in the classroom and related to the educational practice we have. Both reference bibliographic sources and didactic works, analyzed reflexively, allowed us to draw relevant conclusions and recommendations for improving the process of conscious, motivated learning, but also for increasing the sustainability of acquisitions, which can be used in multiple contexts.

The learning environment

Together with the teacher, the teaching-learning methods, the assessment tools, the teaching resources used, the partnership with the family and an attractive, safe and also supportive/inclusive learning environment help young school children to learn to communicate freely without fear of making mistakes, excited about their daily progress as fluent English speakers. The way students are positioned in the benches is another important element in the teaching-learning process. The ideal arrangement is that all the benches are placed in a single row with some appropriate distance between them, and the empty ones are at the back of the classroom so that taller students will not occupy the front seats, so that everyone has visibility and be seen by the teacher [3, p. 14-17].

It is well known that one of the oldest and most used teaching aids is the blackboard, and today, in the digital age, it exists, and if, in some places, it is missing, it should, that in every classroom an interactive whiteboard or a smartboard, to make the qualitative and intensive learning of the English language more efficient. This is why it is necessary for the foreign language teacher to be a good user of it, of online educational resources, keeping a certain logic and, last but not least, creating an attractive, engaging and friendly teaching-learning environment.

At the same time, it should be emphasized that primary stage (PS) students feel confident, learn and respond optimally if they work in a pleasant, familiar environment where they feel comfortable and at ease. In order for this to be possible, the English teacher must „decorate" the classroom with different teaching materials, educational resources, brightly colored posters, images relevant to the study of the language, or even with students' works - drawings, cutouts, collages, photographs or even written works [15, p. 48].

Any approach focused in the direction of the educational process could create an atmosphere conducive to teaching-learning, can be brought into the classroom, provided it does not prevent the development of instructive and educational activities, or distract attention from the learning objectives, be they plants, animals, toys, digital tools or any other object that could be of interest to young learners. If the classroom is also used by other classes or for teaching other subjects, the teacher should try to create a corner, a space dedicated specifically to the study of the English language [4, p. 1], using all educational materials-resources arranged on flipchart, magnetic board with thematic posters – produced exclusively by students, or brought by them to actively shape the educational process.

Last but not least, the ideal format for intensive learning would be for primary education classes, where English is taught, to benefit from modern equipment necessary for the smooth running of the lessons, which go from the classic to the interactive format, with recourse to the technological-digital component. Thus, the English teacher uses a video projector, laptop, phone, tablet or interactive whiteboard for participatory activities, as well as audio systems for learning materials in multimedia format.

The professional teaching staff

The teacher is an actor in front of the students, whose performance has an overwhelming influence on the learning process. Many times, students say that they love a certain subject of study because they like the way the teacher behaves during class. Specialists in English teaching believe that learning a foreign language is very similar to learning to play the piano. You can't be a good pianist, even if you know a lot about music history, without practicing. Similarly, you can't be a good English speaker if you don't actually speak the language, you don't practice it systematically [2]. In the classroom, the teacher must impose a certain routine in this sense, in addition to being sympathetic and empathetic in an attempt to create a familiar, safe atmosphere, he goes from being active to being passive and letting the other conversation partners to speak. Since he gave up the position of the dominant actor during the English class, the teacher

assumes other determining roles for the success of learning and the smooth running of the lesson. The role of the teacher is changing. His voice is heard less and less in the classroom, to leave room for the students to express themselves in the foreign language they are studying [Ibidem, 2].

The teacher plays different roles during a lesson. Jeremy Harmer, one of the best-known specialists in English language teaching, mentions the following roles of the teacher: „organizer”, „controller”, „participant”, „prompter”, „resource”, „tutor”, „evaluator” [7, p. 108-115]. So, in the following we will describe different educational circumstances of the teacher, in which he is active, concretely, in the classroom. The first role of the teacher is to organize the lesson. The organization of a lesson begins outside the classroom, when the teacher thinks, consulting the curriculum/syllabus, of course, about what he has to teach, creates a plan either in his mind, or puts it on paper or collects it on the computer, chooses his means which he will use and the activities in which the students will be involved, he visually imagines how the lesson will unfold. The role of organizer will also continue in the classroom, when the teacher decides how to divide the students into groups according to the learning tasks, arrange the furniture, distribute the materials used. In the case of activities that involve organizing students into groups (creating a project, a poster, a sketch), the teacher can participate from the same position as the students, without dominating them or imposing their own ideas. Also, the teacher can adopt a more discreet position, that of a „*whisperer*” and help the students when they get stuck (they can’t find the right word, they are not sure of the correctness of a sentence, etc.). In this case, the teacher is also a knowledge resource that the students can call on (they no longer use the dictionary to look up a word, but ask the teacher directly). By „*blowing*” certain information to the students when they are unsure, the teacher shows the students that he is there when they need support and motivates them to continue on the long and sometimes difficult road of intensive language learning foreign – *the tutor teacher*.

Modern approaches to teaching English promote a teacher who no longer stands still in front of the class and delivers his speech from there as an all-knowing authority. On the contrary, he is much more flexible, takes into account the needs and wishes of his students and adapts his methods accordingly. However, there are also situations in which the teacher must control his students in a manner similar to the traditional teacher (he interrupts the activities when the working time has expired, restores order when the students are preoccupied with something other than the activity he is carrying out, resolves any conflicts etc.) [Ibidem,7]. We cannot omit the fact, of course, that the teacher should not give the students English names, because the child remains the same person regardless of the language in which he expresses himself, and the national identity is drawn with a permanent marker in the identity book of the soul. Within a lesson, the teacher’s *score* acquires different facets, integrated in the educational process, closely related to each other, without a strict limitation.

Finally, we can conclude from the above that a good English teacher is a charismatic leader and a manager, able to effectively manage all the resources at his disposal, to motivate students to get involved, to challenge them into the comprehensive and lasting process of learning a foreign language.

Pedagogical principles

In this chapter, we emphasize from the start that pedagogical principles can be defined as norms with strategic and operational value, which need to be respected in order to ensure the efficiency of didactic activities, developed at the level of the system and the education process. The didactic principles have an indicative character, each teacher deciding for himself which principles to apply and at what moment of the lesson to do it. These principles are the result of the generalization of the experience gained by dozens of generations of teachers, which gives them a continuously perfectible character, which were first elaborated in the 17th century by J.A Comenius who stated that: „It is not enough only to you understand, you still have to learn, express and practice what you have understood!” [14, p. 1].

Didactic principles can best be described as a set of rules or general requirements that guide and provide a practical-functional meaning to the educational process, at the same time drawing the conditions for an effective success of the designed pedagogical objectives. Thus, we find that the principles of education fulfill the following general functions: they *guide* the path of education in achieving the objectives, they

standardized the practice of education and *suggest* requirements to be respected, they *provide* ways to solve situations, they *adjust* the activity of the teaching staff. On the way to practice, the laws of education are expressed in principles, and then in norms, as prescriptions, which guide their application [16, p. 41]. Also, we can consider without making the slightest mistake, that the implementation of these principles has concrete facts in the foreground, namely the certainty that the student, our subject that needs to be educated, is not an amorphous mass with a constant and high educational level, but it constitutes a diversity of characters, psychic developments, diverse temperaments and different level of education from individual to individual. Students have different wishes/ expectations from school. At first, most come to the institution with the desire to comply, later motivation and the interest of knowledge arise.

J. S. Bruner said that „To train someone in a discipline is not to make him store results in his mind, but to teach him to participate in the process that makes it possible to create knowledge" [17, p. 8]. We fully subscribe to this assertion and confirm the importance of knowledge production, its de facto creation, active participation in various acts of communication. Thus, of the two actors involved in the educational process, only the teacher is the one meant to provide professional training to his class of learners, differently trained not to simply take this information from them, more precisely, to learn to give a new meaning to the knowledge received in school. That is why the educational principles applied must be as diverse as possible, in order to be able to compensate for all the shortcomings in the training of students from the moment of the first step taken in the labyrinth of knowledge until the end of their training in the institutionalized system.

In substantiation of the above, we support the statement of Vl. Guțu, according to which the classical didactic principles remain current to this day. At the same time, thanks to the developments in pedagogical science, the emergence of new concepts and phenomena in education over the years, the classic didactic principles either changed or were supplemented with new ones:

Table 1. Classical and modern didactic principles [Apud 19, p. 99].

Classical didactic principles	Modern didactic principles
The educational principle of training; The principle of constant acquisition; The principle of ensuring the link between theory and practice; The principle of intuition; The principle of systematization and continuity; The principle of accessibility; The principle of thorough appropriation; The principle of respecting the particularities of the age of students, etc.	The principle of unity and integrity; The principle of contextuality; The cultural/ axiological principle; The principle of focusing on the learner; The principle of self-adjusting of teaching activity; The principle of individualization and differentiation of the act of learning, etc.

Among the very important principles in teaching-learning a foreign language, we will insist in detail on the *differentiated and individualized approach*, which involves adapting teaching methods to the different types of students in the classroom, with the aim of providing equal opportunities in the educational process and to reduce school failure, thus constituting a premise of school success. According to the principle of individualization, the organization and development of the educational process must be carried out according to the real possibilities of the students, taking into account the particularities of age, gender, level of previous training, as well as the individual differences, intellectual and physical potential of each individual student. These requirements refer both to the objectives, content and volume of what is studied in school, as well as to teaching-learning methods [12, p. 1].

One of the trends asserting itself in modern pedagogy aims at the flexibility of education, to ensure the development of the capacities and skills of each student in relation to his potential. Individualized learning sees both the student and the teacher as building a knowledge base together. It is necessary for certain children in the class, targeting in particular those who have a higher potential or those with deficiencies of any kind, the primary role in knowing them being played by the teacher.

The individualization of the didactic act at the level of the three links, teaching-learning-evaluation, is a pedagogical action that takes place under the conditions of education organized by school collectives and consists of measures that aim to adapt education to the intellectual possibilities of each child. It is achieved with the help of a differentiated instructional-educational content and various didactic techniques, adaptable to each child and each group of students [18, p. 132].

At the same time, this approach involves the personalization of learning, the adaptation of the didactic activity to the individual particularities of the student and can be achieved through the following techniques: personalization of the objectives (adapting them to the real possibilities of the student); personalization of learning activities, the student being able to choose the preferred way of working; adapting the time needed for learning (taking into account each student's own pace); adaptation of training materials (differentiated sheets, audio-video supports, boards, images) computer-assisted learning (realization of lessons in PPT); individualizing homework through common and differentiated tasks.

The fundamental function of differentiation consists in adapting the contents to the level of categories of individuals and to the level of each individuality in such a way that it acquires at least the volume of knowledge, skills and abilities generally required, thus ensuring a base unitary culture, appreciated as socially useful. By this, the school as an individual institution is authorized to practically apply the objectives of the general education reform to each individual student [13, p. 75].

The English teacher has a rich register of methods corresponding to the learning style and needs of each child through common requirements for all students or differentiated requirements, to which are added: common requirements for all students; differentiated requirements with: identical tasks – different time; different tasks – but at the same time; different tasks – different time; different tasks – according to the child's possibilities; identical worksheets – progressive tasks; individual activities – different themes [Ibidem 13].

The stages of differentiated instruction are the following: diagnosing students; placing students in groups based on diagnosis; determining means of differentiation and developing differentiated learning tasks/activities; differentiated approach to students at different stages of the lesson; the diagnosis of the results obtained by students in learning [22]. Thus, individualized and differentiated training, makes the process of intensive learning and children's relationships more efficient, defines cooperation and collaboration skills in the classroom, and the English language teacher in this way reaches his main goal of his teaching career, namely the school success of all his students.

So, only by respecting all these principles and each one separately, which are in a continuous interdependence with each other, can the educational process be successful. However, it should be noted that no matter how much the contents of the didactic principles and norms expand, they will not be able to cover the infinite variety of training situations and will not be able to provide convenient solutions for all kinds of changes that occur in the animated development of instructive-educational processes. In this sense, the teaching staff can produce, in a contextualized and specific manner for the group of students, certain principles/"golden rules", in partnership with the students, but also with parents and other colleagues who teach in the same class.

The interactive teaching-learning-evaluation methodology

It is commonly recognized that the desire to learn a foreign language, and the need to learn in general, is almost as old as human history itself. According to the father of modern education, John Amos Comenius, „the acquisition of a language is also in relation to the sensations and experience acquired throughout the educational training" [apud 10, p. 67]. Traditional methods of teaching, defined by a law of authority in which the teacher has the dominant role and based on the principle that the teacher brought knowledge to the student who was supposedly ready to receive it, are now considered unsuitable for mainstream education because from the point of view of several practitioners. Currently, the traditional teaching style is no longer an effective way to transmit information, knowledge, ideas, and thus various and at the same time different teaching-learning methods are being expanded, keeping in mind the needs of the student [1, p. 105]. Under this aspect, an effective and real teaching-learning process considers the use of methodology and pedagogy suitable to the requirements of the current generation of students, the use of new technologies and a constantly chang-

ing educational environment. And the difficulty in achieving this goal is finding new ways to stimulate and motivate the creative abilities of today's students, who have different approaches to learning.

From the perspective of recent educational theories, which place the student at the center of the educational act, it is recommended that we start from the student's points of interest in order to succeed in bringing him to the position of learning to learn. Precisely for this reason, these theses interposed in the educational process also try to fight against boredom in school, which is manifested by the lack of interest in the entire educational process, one of the main causes of school failure [5].

It has been shown that the practice of a „chalk-board" type of teaching which, we must admit, had its merits, its glory time, with the student passively participating and the teacher exclusively dominant, is in no way suitable for today's generation. In this case, given the updated context, teachers use a wide range of strategies to encourage the student's active participation in classroom activities.

Thus, learning by „doing", bringing real-life problems in front of students and helping them discover the required information to solve these problems are methods that are part of the student-centered learning approach. The teacher guides and facilitates learning, rather than controlling it, helps students to interpret, organize knowledge, so that they form skills not only in the studied content, but also in the actual learning [20, p. 271].

In the context of today's modern society, there is a need for children to be involved from an early age in an active, interactive teaching-learning process that provides opportunities for teacher-student, student-student and student-resource interaction. The correct acquisition of the complex system of modern, active teaching-learning methods and strategies is important, because it has a greater impact on students. The school textbooks from which they took their information in the past are being replaced today with new technological resources to create interactive, student-centered learning. The explanation of the use of interactive, modern methods comes from the concept: „I listen and forget. I see and remember. I do and understand," according to Confucius [21, p. 211].

As for modern teaching-learning methods and techniques, they provide an alternative to the traditional, classical formulas, offering other methodological and instrumental options, and they also enrich the evaluative practice. In the English class, as qualified teachers and experts in the secrets of modern didactics, we can „embrace" different teaching-learning approaches, the use of one method or another depending on the objectives, the learning context, and the student's potential. For illustration, in the following table, the modern methods and techniques are presented in a mirror with the classical/ traditional ones, relevant to the didactics of a foreign language:

Table 2. Classic and modern teaching-learning methods and techniques [9, p. 32-137].

Classical methods and techniques	Modern methods and techniques
The Grammar Translation Method. The Audio-Lingual Method. The Presentation, Practice, Production Method. The Test-Teach-Test Method. The Task-Based Learning Method.	The Direct Method. The Silent Way. The Community Language Learning. The Total Physical Response Method. The Communicative Language Teaching. Suggestopedia.

It is obvious, however, that among the various modern strategies we must also use materials, modern teaching-learning means, such as: worksheets, pictures or flashcards, materials from everyday life (‚from-life , materials), picture stories, posters, brochures, leaflets, CDs (music), DVDs (films, commercials, cartoons), games, poetry), drama (plays, role-plays), projects.

The diversification of didactic strategies aims to encourage our students to demonstrate communication, comprehension, reading and writing skills in varied contexts and with certain intentions/ projections in different plans of everyday life.

Our duty and at the same time our reason as teachers is to prepare the student for „to be" and „to become", for autonomy, for self-education and self-evaluation. Moreover, we can say that in today's edu-

cational process, another way of approaching the evaluation of school results is fundamental, a model of design-realization of the integrated process of teaching-learning-evaluation, centered, truly, on the student. Therefore, didactic evaluation activities must be designed from the perspective of the training needs of the educated. It is necessary for the evaluation to be centered on its formative aspects, so as to cultivate and support the students' interest in study, to guide them in the learning activity.

The English teacher must know all assessment methods and tools, and apply them according to the particularities of the class of students. The effective use and exploitation of assessment strategies, forms, methods and tools will highlight the aspect of creativity, critical thinking, individual manifestation, specific to each student, the final result being the formation, at the level of the individual, of the general culture, the development of skills, attitudes, skills, necessary for its social integration.

The option for one or another of the known evaluation methods (traditional methods and complementary methods) is the result of several factors: the purpose and objectives of the evaluation, its type, the specifics of the contents subject to assessment, the particularities of the targeted school population, the acquisitions of teaching staff regarding exercise/practice/experimentation various methods of deployment.

In the effort to determine the quality of school results and school progress, the foreign language teacher has at his disposal a rich range of assessment methods and tools. Or, the *evaluation method* is a way through which the teaching staff „gives students the opportunity to demonstrate the level of mastery of knowledge, the formation of different capacities tested by using a variety of tools suitable for the intended purpose” [19, p. 99]. *The evaluation tool* represents a constitutive element of the method, through which the student becomes aware of the evaluation task. It is the one that „values both the evaluation objectives and the initiative initiated to achieve the proposed goal” [Ibidem, 19].

Choosing the most appropriate evaluation methods and tools is an important decision in order to achieve a pertinent and useful evaluation approach. The most commonly used classification is the one that distinguishes the following assessment methods and tools:

Table 3. Traditional and modern assessment strategies [After Stanciu, 2003, p. 99].

Traditional strategies	Modern strategies
Oral tests: check conversation (through questions and answers); with visual support; rendering (retelling); description and reconstruction; description/explanation/instruction; completing some incomplete dialogues, etc. **Written tests**: Test Paper (unannounced written work/tests); independent work activity in class; control work (announced); home work; the test etc. **Practical tests**: making some objects; execution of experiments or experimental works; drawing up drawings, sketches, graphs; the interpretation of a certain role; mime, dance, etc.	Predictive/ Initial assessment. Formative/Continuous assessment. Summative/ Final assessment. Systematic observation of students' activity and behavior; The investigation; The project; The portfolio; Self-evaluation etc.

Evaluation strategies have variable frequencies of use, this does not imply that the ones that are found more often in the school program are also the most useful for motivating and supporting the learning of the educated.

The introduction of ICT in the teaching-learning-assessment process of the English language has become an immediate need of the professor at the department, and as regards the intensive study of modern languages, the opportunities for socialization, visualization, communication, graphic organization, of representation offered by new technologies. By using new didactic technologies of information and communication in the educational process, a new language learning environment is created, giving schoolchildren the opportunity to explore the new, to solve problems through their own research/investigation activities, to

relate to others in different cultural environments and social, to express reasoned opinions and, at the same time, it generates, to a very large extent, the improvement of their school results. With the direct help of the following applications such as: Plickers, AnswerGarden, Book Creator, LearningApps.org, Bitsboard, Padlet, Mentimeter, Kahoot, Socrative, the Moodle platform promotes the participation and cooperation of all students in English classes.

The purpose of the teacher in using the CLIL (Content and Language Integrated Learning) methodology is to achieve three major objectives, predetermined in the educational process: to support teachers in the teaching process at high quality standards, to increase the integration of digital technology in the teaching-learning-assessment process and improve English language proficiency at European level.

The use of the CLIL methodology in the teaching-learning-assessment of the English language of primary school students implies the use of open educational resources – RED/ OER – Open Educational Resources, which support the diversity of the topics addressed and the originality in the organization of the didactic materials, being focused exclusively on the integration of the English language as foreign language in teaching the contents of different study subjects in the primary cycle. CLIL is a relatively new educational approach to primary level classes in Romania, which combines the learning of the specific contents of some educational subjects with the learning of a foreign language. The foreign language is acquired through thematic content taught in an attractive way to encourage learning. Special attention is paid to learning skills, as they are very important for the development of communication and language skills. Another very important aspect of CLIL methodology is the impact it has on students' thinking and cognitive skills, helping them to broaden their conceptual horizons. CLIL exposes students to useful, innovative and valuable learning experiences, leading them to transdisciplinary learning. There are also a number of cognitive and linguistic advantages for students in the CLIL approach: the ability to think and learn in a foreign language, to use English in communication about other educational subjects [8, pp. 16-17]. According to Do Coyle, there are a number of innovative principles that must be respected in the CLIL approach at primary education level:

Table 4. CLIL principles – „The 4 C" [ibidem, 8].

CONTENT (THROUGH LANGUAGE). The foreign language is learned through subject-oriented content, delivered in a manner that encourages natural, active learning. The focus in language learning is **NOT** on structure or grammar, but on using the language in real-life contexts (to solve tasks).	**COMMUNICATION.** Language is used as a mean of accomplishing tasks, solving problems, developing projects, and expressing ideas.
COGNITION. The foreign language (English) is used as the language in which one thinks in parallel with the mother tongue. Using English improves understanding of concepts.	**CULTURE.** Learning a foreign language means acquiring knowledge about the cultures that use that language and confronting them with your own culture. Using English to communicate and think is an essential competence that can function in globalized plurilingual spaces.

Technology will not replace the role of the teacher, just as the school will always be the formal environment of the learning process, teachers will always play a central role in the learning process. We strongly believe that there will always be a need for teachers in education, but what will change is their role. To use ICT effectively in the classroom, teachers need to play a different role. Teachers are no longer the sole source of all knowledge. Students can find information on different platforms. There is virtually an infinite amount of information available anytime, anywhere, including in and for the English language.

The school-family partnership represents an important current problem, highlighted by various educational policy documents at the national and international level, but it also guides research in the field of education. In Romania, according to the National Education Law no.1/2011, parents are considered the main part-

ners and beneficiaries of the education process. Article 80 stipulates that all major decisions in pre-university education should be taken by consulting the representative associative structures of parents [11, p. 1]. This law gives parents the right to actively participate in the management of educational units, through the presence of two or three parents' representatives, depending on the size of the school (Article 96), in the school's administrative board. Parents are involved in the elaboration of the educational offer of the educational unit, by participating in the organization of *School after School* programs and in establishing the curriculum at the decision of the school [ibidem, 11]. The role of parents in the school-family partnership is a particularly important one in the development and involvement as much as it is needed and when it is necessary for the children to participate staggered, progressively and at the same time continuously throughout the educational process, within the education system, thus supporting a positive attitude towards the school.

The involvement of parents in the children's education facilitates the success of the activities carried out by the teacher, both inside and outside it, thus, the students get: high grades, good/very good reading and writing skills, a high attendance rate, relationships beautiful relationships between children and parents, the reduction of behavioral problems/conflicts and, last but not least, a satisfactory promotion rate.

The main factors that help the child in completing his own education are the school and the family. For a good collaboration between these two factors, *communication* is needed. It is stated more and more often that parents have not only a biological role and the obligation to feed or clothe their children, but also a moral duty to actively contribute to their education, that this task does not belong exclusively to the school. The family provides the child with the first information about the world around him, the first norms and rules of conduct, but also the social and emotional climate necessary for his needs and desires. This type of relationship is also decisive in that the family mediates and conditions communication with the other social components, especially with the school [6, p. 7-8].

This closely interconnected relationship offers teachers: an increased motivation to improve educational methods, presence and permanent involvement in supporting the educational act, and also as a benefit, it represents a high level in terms of the quality of communication and the cooperation of the partners involved.

The family occupies a special place in the institutional system of education. Its action during the entire period of development includes all aspects of personality formation. It represents one of the most complete socialization and education environments, due to the possibility to introduce the child to the most variable situations and to act on him through the most complex and natural means [Ibidem, 6].

Also, here we can mention the presence of the community in school life, benefiting from increased support from it both morally and financially at the same time, because the harmonious development of a child is not only the concern of parents, but also of society as a whole, consisting primarily of the legislative, financial and social protection systems.

Conclusions

Finally, we conclude that, in addition to the above-mentioned factors, time is an extremely powerful weapon in the intensive learning process of a foreign language. A preschooler or a primary school student discovers over time, through the didactic experiences he takes part in, new words from his mother tongue that name specific objects or activities. Similarly, the little ones can also use the same strategies to learn English, more precisely, PS can be considered as a kind of training for their adaptation to school life. In other words, children perceive the intensive learning of a foreign language as an accessible and easy activity, being exposed to the content of all the psycho-pedagogical conditions offered by the teacher in the educational process. Knowing English as a language of international movement is an essential competence in today's society, which justifies the fact that students learn this language from the preparatory class, recently introduced in primary education, until the end of secondary education, then high school, having then the possibility to continue the study of the English language in academic education. Given the particular importance of the ability to express oneself in English in the context of permanent cultural exchanges, which characterizes today's society, studying it as an educational discipline from PS, constitutes a strategy through which students acquire linguistic and cultural acquisitions that to enable them to communicate in this language from an early school age and, subsequently, in the other school years, but also in adult life.

References:

1. BECK, C., KOSNIK, C., *Classroom Teaching in the 21st Century*, Berkshire, UK, Open University Press, 2021, p. 228, ISBN 9780335250271.
2. BUDEANU, C., *The role of the teacher during English class*. In: *The Teacher's Magazine*, Bacău, 2020, ISSN 2602-0068. Available: https://revistaprofesorului.ro/rolul-profesorului-in-timpul-orei-de-engleza.
3. BYRNE, D., *Techniques for classroom Interation*. Longman education texts, Longman keys to language teaching, 1987, p. 108, ISBN 9780582746275.
4. BYRNE, D. *Teaching Oral English*, Lhlt Series, Longman handbooks for language teachers, Longman, 1986, p. 144. ISBN 9780582746206.
5. CIOBANU, M., *Modern methods and techniques of teaching English*. In: *EDICT, Education Magazine.* ISSN1582-909X. Drobeta-TurnuSeverin, 2021. Available: https://edict.ro/metode-si-tehnici-moderne-de-predare-a-limbii-engleze/
6. GORAȘ-POSTICĂ,V., Rima Bezede, Diana Cheianu, Aliona Cristei, Mihai Nan, *The school-family relationship for quality in education*. In: *Pro Didactica*, Educational Center PRO DIDACTICA, Chișinău, 2010, p. 56, ISBN 978-9975-4125-3-7.
7. HARMER, J. *The Practice of English Language Teaching*, Pearson Education Limited, 4TH Edition, 2007, p. 448. ISBN 978 1 4058 4772.
8. Instituto Politécnico de Castelo Branco- P5, *Teacher's guide in using CLIL methodology in primary schools,* Vol. 1, 2008, p. 70. Available: http://www.clil4children.eu/wpc ontent/uploads/2018/05/Guide_Addr_Teachers_Vol01_ROM.pdf.
9. LARSEN-FREEMAN, D. *Techniques and Principles in Language Teaching*, 3rd Edition, Oxford University Press, 1986, p. 318. ISBN: 978 0 19 442360 1.
10. MAVRIDI, S. *English for 21st century skills*, Newbury-Berkshire.UK. Express Publishing, 2020, p. 159, ISBN 9781471589560 .
11. MUSCĂ, A., *The school-family-community partnership*, Institute of Education Sciences, Bucharest: Publishing House: Universitară, 2014, p. 109. ISBN 978-606-28-0141. Available: https://www.ise.ro/wp-content/uploads/2015/03/Parteneriat_scoala-familie_ISE.pdf
12. NOUR, A., *Individualization and differentiation - premise of school succes.* Available: https://ibn.idsi.md/sites/default/files/imag_file/Invatamant%20superior_Vol.2_traditii%2C%20valori%2C%20perspective_USTir_2018-77-81.pdf
13. PANICO, V., Nour, A. *Theoretical and praxiological aspects of differentiation and individualization of instruction*, In: *Studia Universitatis Moldaviae, Educational Sciences Series,* 2016 ,Chișinău: CEP USM, no. 9 (99), pp. 74-81. ISSN 1857-2103, ISSN online 2345-1025.
14. PĂDURARU, I. *Didactic principles and teacher's responsabilities,* p. 5. Available: https://staticlb.didactic.ro/uploads/assets/89/27/17//principiididactice.doc.
15. POPESCU, D., *Teaching English in primary education.* In: *Annals of the University „Constantin Brâncuşi", Târgu Jiu, Educational Sciences Series,* nr. 2, 2015, p. 46-57. Available:https://www.utgjiu.ro/revista/dppd/pdf/201502/5_Daniela%20Popescu.pdf.
16. SARANCIUC-GORDEA, L., *General Didactics. University course*., Chișinău, 2021, p. 272. ISBN:978-9975-46-577-9. Available: http://dir.upsc.md:8080/xmlui/bitstream/handle/123456789/2697/Didactica-generala-Curs-universitar.pdf?sequence=1&isAllowed=y
17. SAVATU, A. M. *Theory and methodology of training. Evaluation theory and methodology . Course notes*.,p.64. Available: https://www.academia.edu/10176500/teoria_%c5%9 eimetodologiainstruirii teoria_%c5%9ei_metodologia_evalu%c4%82rii
18. SĂLĂVĂSTRU, D. *The Psychology of Education*, Iași, Publishing House: POLIROM, The Collection: Collegium, 2004, p. 288. ISBN: 973-681-553-6.
19. SOLOVEI, R. *Some considerations on didactic principles. Case study: applying the principle of theory-practice interdependence in the history education process.* In: *Materials of the Republican Conference of Teaching Staff*, Chișinău, 2021, pp. 98-102, Available: https://ibn.idsi.md/sites/default/files/imag_file/98-102_33.pd

20. STANCIU, M. , *Postmodern didactics. Theoretical foundations.,* Suceava: Publishing House University, 2003, p. 317. ISBN 973-8293-99-5.
21. STERN, H. H., *Fundamental Concepts of Language Teaching*, Oxford: Oxford University Press, 1996, p. 569. ISBN 0-19-437065-8.
22. ȘTEFĂNESCU, B. *Romanian language for expats*. Available: https://www.trainerengleza.ro */lectii-de-romana_doc_14limba-romana-pentru-*expati_pg_0.htm.

Data about the authors:
Viorica GORAȘ-POSTICĂ, Habilitated PhD in Pedagogical Sciences, University Professor, Faculty of Psychology and Education Sciences, Sociology and Social Work, Moldova State University.
ORCID ID: 0000-0001-9096-621X
E-mail: vpostica@prodidactica.md

Dana-Maria MOTFOLEA, PhD student in the Doctoral School of Humanities and Education, Department of Educational Sciences, Faculty of Psychology and Education Sciences, Sociology and Social Work, Moldova State University.
ORCID: 0009-0009-7837-9974

Presented on 06.02.2024