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FOSTERING SUCCESS AMONG ELEMENTARY SCHOOL STUDENTS IN THE PROCESS OF LEARNING ENGLISH

The problem of fostering success in learning English among primary school pupils is a central focus of modern pedagogical discourse. In the context of global integration and educational reforms, success is no longer viewed merely as an academic grade, but as a complex construct of linguistic confidence, sustained motivation and the ability to overcome communicative barriers. For young learners, early positive experiences in language acquisition serve as a foundation for lifelong learning. However, achieving this success is often hindered by traditional rigid assessment methods and a lack of focus on the learner's emotional state. Therefore, substantiating the pedagogical conditions that foster success is essential for modern elementary education.

The purpose of the article is to theoretically analyze and identify the key pedagogical conditions and strategic approaches that foster success among elementary school students during English language acquisition, drawing on the latest research by Ukrainian scholars.

Modern Ukrainian academic research emphasizes that fostering success is impossible without considering the psychological and emotional profile of the learner. According to I. Samoylyukevych and V. Svoboda, the development of emotional intelligence (EQ) is a prerequisite for linguistic success. Their study suggests that when pupils are emotionally aware and feel socially supported, their engagement in English lessons increases significantly. Fostering success, therefore, begins with socio-emotional competence, which allows children to manage the frustration of making mistakes and maintains their persistence in learning [4].

A vital pedagogical condition for fostering success is the transition to competence-based communicative instruction. Rather than focusing on mechanical memorization, success is achieved when children perceive the language as a tool for expression. K. Harashchuk (2025) highlights storytelling as a transformative method in this regard. By engaging students in narratives, storytelling fosters success by providing a "low-stress" environment where children internalize language structures naturally. This method integrates cognitive and emotional aspects, making the learning process comprehensive and rewarding for the child [1].

Differentiated and inclusive instruction plays a decisive role in ensuring that success is accessible to every student, regardless of their starting point. As noted by T. Storchova, the application of Universal Design for Learning (UDL) allows teachers to foster success by offering multiple ways for students to engage with English content. Success is fostered through tiered tasks-ranging from simple word-matching to creating short dialogues-ensuring that every child experiences a sense of achievement (a «situation of success») tailored to their individual abilities [5].

The implementation of Content and Language Integrated Learning (CLIL) has emerged as a powerful strategy for fostering academic success. Research by N. Prokopchuk demonstrates that integrating English with subjects like «I Explore the World» or «Art» promotes deeper cognitive engagement. Fostering success through CLIL occurs because students shift their focus from the difficulty of the language to the interest of the subject matter. This approach reduces the perceived academic load and demonstrates the practical utility of English, which is a key driver of long-term success [6].

Furthermore, motivation support is an indispensable condition for fostering progress. E. Naumenko argues that success is fostered when learning is connected to real-life contexts and sustained through interest-based activities. Using songs, short videos, and culturally relevant content prevents the decline of motivation often seen in the middle of primary school. By making the language «alive», teachers create a motivational pull that leads to steady linguistic growth [3].

The role of digital tools and a favorable psychological climate in fostering success cannot be underestimated. O. Hulich points out that digital platforms like Kahoot! or Quizlet foster success by gamifying the learning process, which significantly reduces «speech anxiety». A classroom atmosphere characterized by positive reinforcement and collaborative group work allows students to take «verbal risks» without fear of judgment. Fostering success is thus a collective effort where teacher praise, peer support, and interactive tools work in synergy to build the student's self-concept as a «successful learner» [2].

Based on the synthesis of contemporary research, the primary pedagogical conditions for fostering success among elementary school students include:

1. Socio-emotional facilitation (developing EQ to build resilience).
2. Communicative immersion through storytelling and role-play.
3. Adaptive inclusion based on UDL principles to ensure individual progress.
4. Contextualized learning via CLIL technology.
5. Digital gamification to eliminate language barriers and anxiety.
6. Formative feedback that emphasizes «what has been achieved» over «what is missing».

In conclusion, fostering success among elementary school students in the process of learning English is a multifaceted pedagogical task. It requires moving beyond traditional instruction toward a holistic approach that balances cognitive challenge with emotional safety. The consistent application of these conditions allows teachers to create an environment where every child can achieve a personalized version of success, ensuring a positive trajectory for their future linguistic development.

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