



“Involta” Ilmiy Jurnalni

Vebsayt: <https://involta.uz/>

YOUNG LEARNERS AND THEIR LANGUAGE LEARNING ABILITY

A.J.Gapparov

Gulistan state university

Abstract. This article is about the peculiarities of foreign language teaching to children and make an attempt to suggest a convenient methodology and curriculum for preschool education establishments on foreign language teaching. At present the most topical issues of reforms in the area of language teaching is in the creation of convenient methodology for learners of English and other foreign languages starting from the earliest days of education.

Key words. foreign language, young learners, English, method, teaching, development, knowledge.

Today the government pays great attention to the younger generation and ensuring in all stages of educational process the training of high skilled physically healthy and mentally rich personal that can take worthy place in the society.

The resolution of the President of Uzbekistan “On measures to further improve system of foreign languages teaching” dated from 10 December 2012 is being actively implemented in our republic.

This document serves as an important guideline in development of new textbooks for teaching foreign languages, introduction of advanced teaching methods using modern pedagogical and information-communication technologies, education of a new generation to foreign languages, cardinal improvement of the system of training of specialists, fluent in these languages, creation of conditions and opportunities for wide use of information resources by students.

Persistent works on raising awareness of the public concerning the essence and significance of the resolution, ensuring its execution are being carried out.

Children from four to seven year-old have their own view of the life around themselves. Their interpretations of the surroundings is influenced by the knowledge of the language, their assessment of the situation or ourselves, and the manner they “would represent the physical situation to” themselves in the situation we are not present¹. They still have got problems to differentiate reality from the imaginary notions.

Generally , it is difficult to give precise age range of this learner group. However, young learners are usually considered to be pupils between six to ten or eleven years of age. Since there are great differences between pupils at the beginning of their schooling and older children, for the purposes of this diploma qualification paper I worked with the group of young learners between the ages of eight to ten.

These young children generally display an enthusiasm for learning and a curiosity about the world around them. They tend to be keen and enthusiastic learners. This is mainly because of the fact that they do not have inhibitions about learning which older children and teenagers often bring to school.

¹ Donaldson, Margaret C. Children’s Minds. London: Fontana, 1978. Print.

According to our study young learners are able to respond to meaning even if they do not understand the meaning of individual words. Children's ability to grasp the general meaning as well. Intonation, gestures, facial expressions, actions and circumstances help young learners to tell what the unknown words or phrases mean.

This general message-interpreting skill is already highly developed in primary school children. Apart from this ability to perceive meaning, young learners also show great skill in using their new limited language resources creatively and meaningfully.

It is generally agreed that the way of teaching young learners largely depends on their developmental stage. Therefore, good primary practice should be based on the knowledge and understanding of theories of child development, the ways in which they learn languages and studies of classroom conditions which promote foreign language learning.

According to Jean Piaget's study of children's intellectual development is probably the most influential in educational theory. He suggested that children start at the semimotor stage, and then proceed through the intuitive stage and the concrete-operational stage before finally reaching the formal operational stage where abstraction becomes increasingly possible. According to Piaget, children between seven to eleven years of age belong to the concrete operational stage. During this stage, children begin to understand the concept of conservation. From the Piagetian perspective, conservation means that children realise that quantities remain the same, even if they are placed in containers of different shapes and sizes.

A central idea of Piaget's theory is that of adaptation. He defines intelligence as adapting to the world. "According to Piaget, two kinds of process are at work to bring this adaptation about.

We concluded that it is important, when discussing young learners, to take account of changes which take place within this varied and varying age span. The basic changes that influence classroom methodology are as follows: young children

are learning how to cope with school life, learning to become literate and continue to develop concepts.

One of the most common beliefs about language learning and the age is that young children learn faster and more effectively than any other age group. However, this claim has been considerably disputed, because the general evidence is unclear. Various studies point to the fact that older learners and teenagers make more progress in language learning and are often more effective learners than the young ones.

It was already mentioned that the physical world is dominant for young learners and they understand best through senses. Particularly, it is important to employ senses of hearing, touch and vision into teaching. Therefore, it is good if teachers make full use of gesture, intonation, demonstration, actions and facial expressions to convey the meaning parallel to what they are saying.

What concerns classroom language, it is advisable to speak English as much of the time as possible, because young learners are unlikely to have many opportunities to hear English outside of the classroom.

With young learners, demonstration is vital for successful teaching. Teachers should explain and demonstrate at the board the tasks that they want children to do at the tables. For example, when using a worksheet, it can be stuck on the board. Above all, flashcards are an excellent aid for explanation and presentation.

There is a wide range of activities based on the properly planned syllabus and elaborated lesson plans. However, enough space for appropriate consolidation of the language is provided mainly based on making routines in the classroom. Every lesson has a similar structure involving greeting, warming-up, games, TPR activities, rhymes, songs, storytelling, calming down activities, artistic and creative activities; and closing up activities. The theme-based approach is preferred reflecting on topics children are naturally interested in and the topics are mainly presented through motivating activities engaging the five senses. In games children usually interact socially – they cooperate and compete, take part as individuals or

play in groups or teams. Materials are taken from different textbooks or children create their own meaningful materials.

Concerning the classroom language, English should be spoken as much as possible during the familiar activities except from more difficult commands which have been met for the first time and there is no possibility to explain them even by gestures, mime, pictures and so forth. Therefore a communicative approach is a remarkable part of the teaching process.

The importance of the empathetic, moral and friendly teacher should not be underestimated since a good relationship with children making them feel secure and encouraged is highly valued. The praise and children's feelings of success are of great importance as well. The cooperation with parents enables them to be a part of the teaching process and makes it more effective.

LIST OF USED LITERATURE

1. Brumfit, Christopher, Jayne Moon, and Ray Tongue. Teaching English to Children: From Practice to Principle. London: HarperCollins Publishers, 1991.
2. Bowers R. Language Teacher Education. An Integrated Programme for EFL Teacher Training. – Modern English Publications, 1987
3. Broughton Geoffrey. Teaching English as a Foreign Language. – Routledge. 2003.
4. Brumfit, Christopher. Teaching English to Children. From Practice to Principle. – Longman Group Essex, 1995. – 309 p.
5. Byrne, Donn. Techniques for Classroom Interaction. New York: Longman, 1991.
6. Carrier, Machael. Take 5: Games and Activities for the Language Learner. Edinburgh: The Centre for British Teachers, 1980.