

Learning Characteristics of Young Language Learners Aged 7-10

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Annotation: The article discusses language learning characteristics of young learners aged 7-10. The development of the language abilities of primary school children allows for a stronger mastery of a foreign language in the future. Also, in the article there are several problems and prospects of learning foreign language for young learners and language teachers are investigated. As practice has shown that in the process of learning a foreign language by young learners do not give proper results due to various reasons. For solving these issues, the author recommended various methods and approaches in teaching foreign language for young learners.

Keywords: young learners, young language learners, learning foreign language, several methods, learning and teaching characteristics, primary school.

INTRODUCTION

The growing needs of society in any branch of knowledge that speak foreign languages, and at the same time dissatisfaction with the results of school teaching foreign languages, requires methodologists to find ways to optimize the learning process, reconsider the conditions on which the successful mastery of this subject depends. In the 1980s and 1990s, such conditions began to include the effective start of teaching foreign languages in primary schools, which can be a prerequisite for successfully solving the problems of teaching communication in a foreign language in secondary school [7]. According to psychologists and psycholinguists, primary school age is the most favorable for the mental development of children. The development of the language abilities of primary school children allows for a stronger mastery of a foreign language in the future.

However, as practice has shown, the process of teaching a foreign language to young learners did not bring proper results due to various reasons, among which are the following:

1. the lack of proper methodological support (there are no generally accepted theoretical provisions on which the entire education system should be based);
2. the lack of specialists in early learning of special languages;
3. high economic costs and a low level of foreign language acquisition by children that does not meet the needs of communication (they cannot use the language as a means of communication);
4. unresolved issues of continuity between a preschool institution and an elementary school [6].

DISCUSSIONS

The problem of teaching foreign languages to children of primary school age was dealt with by such scientists such as: Alekseeva E.O., Galskova N.D., Denisenko O.A., Lenskaya E.A., Leontiev A.A., Negnevitskaya E.I., Yatsenko N.A., Yatskovskaya G.V.[4] and others. In their works, the problems of learning goals, content, selection of lexical and grammatical material for preschoolers were mainly solved. The issue of selecting a socio-cultural component for preschoolers has not been practically resolved. Recently, a number of works have appeared on the methods of teaching a foreign language to preschoolers. They explore issues related to the methodological integration of

speech development and foreign language teaching (N.A. Yatsenko) [2], as well as the methods of intensive teaching of a foreign language to children of preschool and primary school age (I.S. Garamova) [4], the use of conventional signs in teaching English to children of preschool age (T.P. Bludova), the use of synthetic and analytical visualization in teaching English to children of senior preschool age (E.A. Vorontsova), the problem of the national and cultural component of teaching English in elementary school is considered (O. M. Osiyanova and others) [9].

To date, rich material has been accumulated in the field of teaching foreign languages to children of preschool and primary school age. In psychology and pedagogy, there are a number of studies that reveal the psychological and pedagogical, psycholinguistic, physiological characteristics of children of primary school age.

Recognizing the merits of domestic and foreign researchers in the development of theoretical and practical issues in the field of continuity, it should be noted that the problem of requirements for teaching a foreign language in preschool educational institutions, taking into account the continuity of primary school, remains very timely. The purpose of this study is to determine the principles of continuity and determine the requirements for teaching foreign languages to children of primary school age. In accordance with the goal, the following research hypothesis was formulated: the process of teaching a foreign language to children of primary school age will be more effective if:

1. will be based on the psychological and pedagogical principles of continuity;
2. will be carried out taking into account the requirements for:
 - a) selection of areas of communication, situations;
 - b) selection of language material;
 - c) selection of the socio-cultural component;
 - d) to teach oral speech;

The purpose of the work and the working hypothesis determined the need to solve the following tasks:

1. To investigate the problem of continuity in teaching foreign languages to children of primary school age.
2. To identify the psychological and pedagogical principles of continuity in teaching foreign languages to younger students.
3. To determine the requirements for the construction of programs in foreign languages for children of primary school age.
4. To determine uniform requirements for:
 - a) topics, situations, areas of communication;
 - b) selection of language material;
 - c) selection of the socio-cultural component;
 - d) teaching oral speech;
 - e) organization of the learning process.

The principle of continuity in the methodology of teaching foreign languages was studied in relation to children of primary school age and the psychological and pedagogical principles of

continuity were systematized; unified requirements for teaching foreign languages to children of primary school age are defined. The theoretical significance of the study is to determine the psychological and pedagogical principles of continuity and requirements for the construction of foreign language programs for children of preschool and primary school age. The development of uniform requirements for situations and areas of communication, for the selection of language material, for the selection of a sociocultural component, for teaching oral speech, organizing the learning process. Plans for classes in primary school have been developed, taking into account the requirements.

The need for early learning foreign language is quite obvious in the modern world. No one doubts the fact that human intelligence progresses most rapidly in childhood - from birth to 12 years. Optimal conditions for the development of speech in the language, both native and foreign, already exist before the child begins to mature, and development here goes along with maturation - synchronously. Approaching the beginning of learning a foreign language to the beginning of a child's development leads to the fact that everyone is capable of successfully mastering foreign languages [1]. The psychological characteristics of younger students give them advantages in learning a foreign language. Children 7–10 years old absorb a sponge indirectly and subconsciously. They understand the situation faster the topics in the foreign language. The amount of attention and concentration time is very short, but they increase with age. Primary schoolchildren have a well-developed long-term memory (what is learned is remembered for a very long time) [8]. The best incentive for further learning for students in grades 1-4 is a sense of success. The ways of obtaining and assimilating information in children are also different: visual, auditory, kinesthetic.

The affective or emotional side of learning is the important as the cognitive side. The affective sphere includes the self-concept, communication and interpersonal skills, purposefulness and the ability to take risks. It is known that children with low self-esteem often fail to realize their abilities and even become unsuccessful. It is also important to remember that children have different temperaments: some are aggressive, others are shy, others are too anxious, painfully experience their failures and are afraid to make a mistake [2]. Accounting for all these differences will help the teacher to match each child with a more appropriate task or role. The extreme sensitivity of junior schoolchildren to the environment, a heightened perception of their achievements and failures, the presence of a dynamic relationship between emotional mood and school performance indicate that affective development should be the subject of close attention when teaching students in grades 1-4 [4].

In teaching English for young learners, there are several methods are recommended:

Classical or grammar-translation method. The goal of the classical methodology is not so much to study, but to understand the subtleties and details of the principles of the work of a foreign language. The main task pursued by the classical methodology is the formation of the grammatical base of the language being studied. It is worth noting that many schools prefer it. The simplified scheme is as follows - the study of grammar, the basic rules, which are subsequently applied in specific examples and reinforced with the help of exercises. The disadvantage of the classical technique, is the meager experience of speaking. This shortcoming can be filled by adding other methods of communicative training to the classical methodology.

Linguo-socio-cultural method. Supporters of the method believe that a modern foreign language should not be a set of lexical and grammatical rules. On the contrary, the absence of extralinguistic factors leads to the fact that the study of English becomes boring and aimless. Adherents of the linguo-socio-cultural method elevate a foreign language to the rank of a communicative means that

helps a person not only to speak, but also give an opportunity for self-expression. Following the principles of the linguo-socio-cultural method, we can safely say that a foreign language is a kind of mirror in the way of life, traditions and customs, culture and history of the language are reflected.

Total physical response method. This method was developed by psychologist J. Asher and is based on structural linguistics, behaviorism and humanistic direction in learning, as well as on the position of psychology on the coordination of speech and physical actions that accompany it. The method develops the ideas of the natural method. Its essence lies in the fact that when teaching a foreign language, it is necessary to imitate the process of mastering the native language by students, which is acquired in parallel with the performance of the corresponding physical actions. When children learn their native language, they first learn to understand complex and long structures by ear, and only then reproduce them in speech. The perception of structures is facilitated if it is accompanied by actions performed by the teacher and students.

TPR is widely used in teaching in primary school. Because in this way they really learn the material well, and because the kids need to be given the opportunity to run, jump, move around during classes. Training in this case is based on the principle of oral advance (i.e., first comes the training of oral speech, then - written). The purpose of pronouncing such commands is the formation of oral-speech skills for beginners to learn a language. The unit of instruction is a sentence, not a single word (i.e. the teacher simply says, for example, Clap hands! and claps his hands, without first explaining the meaning of the words to clap and hand). This method is characterized by a very calm attitude towards mistakes at the initial stage, they are not corrected (just as parents do not correct the mistakes of babies who begin to speak). The teacher simply repeats this or that command until all students complete it correctly. At later stages of learning, students themselves can give commands to each other, elements of a role-playing game appear. This method is very useful in teaching preschoolers and younger students. As for the secondary school, this method may be relevant as an integration into other methods.

Communicative method which occupies the first line in the ratings and calculations of extras. At the moment, the communicative approach is the most relevant method, focused on what fundamentalists are not at all interested in - the practice of communication and the development of language skills. This approach is widespread in Europe and the United States, and now it is the mainstay of the English language curriculum in many schools. The program, built on a communicative approach, does not imply particularly complex or specific vocabulary, complex theorizing about grammar, and boring, time-consuming exercises. Classes are based on imitation of real situations, live, open communication, built on the need to achieve success in communication with another person - as it happens naturally in the child in early childhood.

The communicative methodology builds on four of the basic communication skills: reading, writing, speaking and listening comprehension. At the very first level, the greatest attention is paid to understanding and speaking. Translation is not affected at all in this technique, all manuals are originally in English. The fact that in the communicative methodology a special place is occupied by the practice of communication. The communicative technique is aimed at developing the skills and abilities of speaking in a foreign language. It should also be noted that the application of the methodology directly affects the structure of the lesson. In the classroom it is necessary to use game situations, conduct group work, develop tasks for finding errors, comparing abilities. As a rule, such activities force not only memory to work actively, but also logic, which allows learner to develop the ability to think analytically and figuratively and, in turn, encourages him to express thoughts freely.

CONCLUSION

In conclusion, learning is an active interaction between the teacher and students, and it cannot be one-sided. It depends on the teacher how successful the learning process will be. It is obvious that each teacher is guided in accordance with his personal experience in the choice of methods and working of these methods in the class. However, based on the results of the experimental work that carried out, it can be argued that the use of a variety of techniques within the framework of communicative, inductive, deductive methods gives a positive result and, contributes to increase in the effectiveness of teaching grammar. The author tries to adhere to the so-called "mixed" teaching methods. This allows teacher and learner to achieve goals and gives a high result.

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