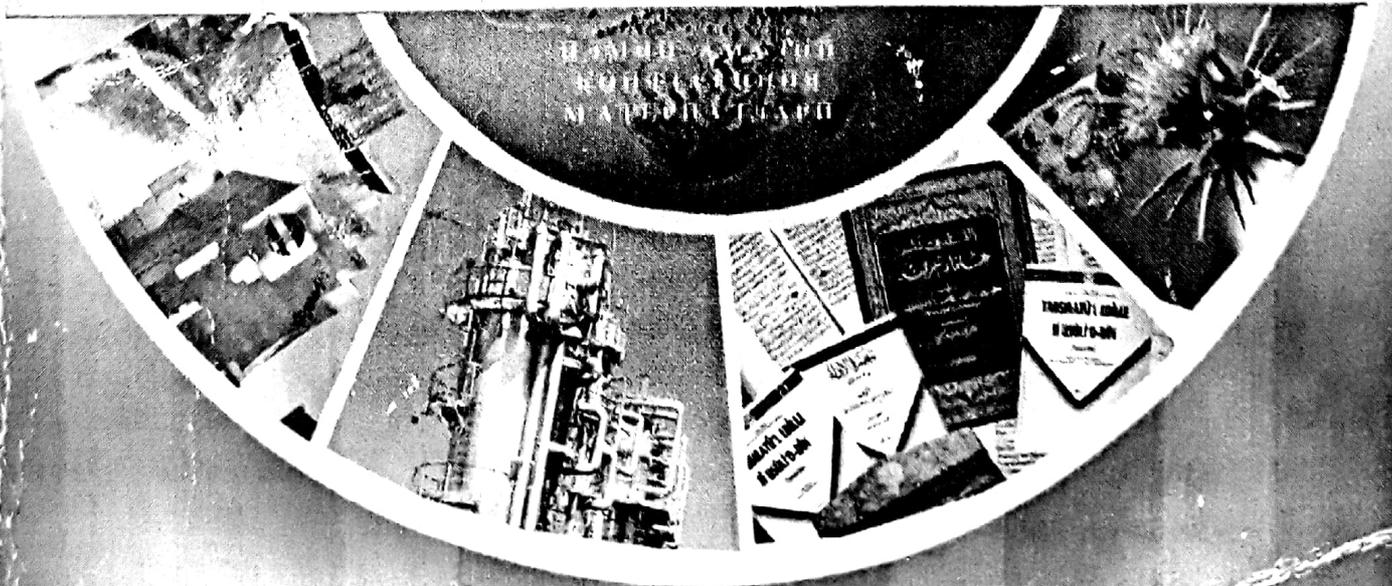




# ФАН, ТАРАҚҚИЁТ ВА ЁШЛАР



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# TEACHING ENGLISH TO YOUNG CHILDREN

*Magistr G. Jurayeva*  
*Ilmiy rahbar: M. Doniyeva*

Teaching English to young children is one of the most difficult teaching processes. When teaching young learners, the teacher has to be strong at the knowledge, patient at this process, friendly at communicating with them. It is important to understand their need, their expectations with which each child comes to the lessons, also ways how to motivate them and last but not least their learning style. Children need to feel the teacher likes them and wants to teach them something new. Some children develop early, some later. Some children develop gradually, others in leaps and bounds. But it is possible to point out certain characteristics of young children which the teacher should be aware of and take into account in his/her individual pupils are. And he/she should pay attention to the characteristics of the average child which a relevant for language teaching.

God has given young children a magically strong ability to learn new languages. This ability slowly disappears, and is completely gone by the time and adult begins the task of learning a new language. Children learn a new language easily, because their memory is stronger than adults'. The 3-4 year-old child's memory works fully and he/she easily acquires second language. But their this ability begins gradually decreasing after his/her 15-year old. In the teaching process the teacher should consider all aspects.<sup>1</sup>

Experienced teachers Wendy Scott and Lisbeth Ytreberg have divided the children into two main groups throughout their book, *Teaching English to Children*. According to their opinion:

- 1) The five to seven year olds
- 2) The eight to ten years olds

They are assuming that the five to seven year olds are all at level one, the beginner stage. The eight to ten year olds may also be beginners, but they are older than the five to

seven year olds., That's why their ability, characteristics, comprehension of the world differ from the five to seven year olds'.

What five to seven year olds can do at their level?

- They can talk about what they are doing.
- They can tell you about what they have done or heard.
- They can use a wide range of intonation patterns in their mother tongue.
- They can use their imaginations.
- They can understand direct human interaction.
- They know that the world is governed by rules. They know that they should follow the rules even they may not always understand them.
- They understand everything by touching, hearing and watching themselves. The physical world is dominant at all times.
- Young children sometimes have difficulty in knowing what is fact and what is fiction. They may confuse the real life and the imaginary world. When they watch something such as animals are speaking in the cartoons, films or read a story, they think that all of them are real. For example, after watching the witch is flying on her broom in the cartoons, he/she believes that brooms can fly.
- Young children like playing. But they can be very reluctant to share their possessions such as their toys, clothes. They can not see things from someone else's point of view, so they do not always understand what being wanted them to do.
- Young children can not decide for themselves what to learn. They love to play and learn best when they are enjoying themselves. They are enthusiastic and positive about learning. It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning.

General characteristics of eight to ten year olds

- They can tell the differences between fact and fiction,

because they realize the differences between them.

- They ask questions all the time. They want to know everything sooner.

- They rely on the spoken word to convey and understand meaning.

- They are able to make some decisions about their learning. They have definite views about what they like and what they do not like doing.

- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions. ("Why did you put so to him?", "Why did you do so?")

- They can work with others.

- They are competent users of their mother tongue and they are aware of the main rules of syntax in their own language.<sup>1</sup>

Every age has its individual characteristics. So the teacher should carefully pay attention to them in teaching young children. According to characteristics which mentioned above, there are some useful advices to teaching process of young children.

### WORDS ARE NOT ENOUGH

Do not rely on the spoken word only in teaching process. Most activities for the younger learners should include movement and involve the senses. They like playing. You will need to have plenty of objects and pictures to work with. Teachers may not all be brilliant music teachers, but they can all learn to mime, to act and to draw very simple drawings.

### PLAY WITH THE LANGUAGES

Let the pupils talk to themselves. Make up rhymes, sing songs, tell stories. Play with the language—let them talk nonsense, experiment with words and sounds: "Let's go—pets go", "Blue eyes—blue pies". Playing with the language in this way is very common in first language development and is a very natural stage in the first stages of foreign language learning too.

## VARIETY IN THE CLASSROOM

Since concentration and attention spans are short, variety is a must—variety of activities, variety of pace, variety of organization, variety of voice.

## COOPERATION NOT COMPETITION

Avoid giving physical rewards and prizes. It tells others that they have not “won” and it does not help learning to take place. Make room for shared experiences—they are an invaluable source of language work create an atmosphere of involvement and togetherness. Pairwork is a very useful and efficient way of working in language teaching. It is simple to organize and easy to explain.

## HELPING THE CHILDREN TO FEEL SECURE

If children to feel secure and content in the classroom, they can be encouraged to become independent and adventurous in the learning of language. Security is not an attitude or an ability, but it is essential if we want our pupils to get the maximum out of the language lessons. Respect your pupils. Whenever a pupil is trying to tell you something, accept whatever he or she says—mistakes as well. Children of all ages are sometimes unkind to each other without meaning to be and are sometimes unkind to each other deliberately. Pupils have to be told that everyone makes mistakes when they are learning a new language, and that is all right.

## ASSESSMENT

Even though formal assessment may not be a compulsory part of your work, it is always useful for the teacher to make regular notes about each child's progress. You may want to tell parents how their children are doing and you should be talking to the children regularly about their work and encouraging self-assessment.

### References:

1. Donaldson, M. (1978) *Children's Minds*, Collins.
  2. Wendy A. Scott, L. H. (1995) *Teaching English to Children*, Addison Wesley Publishing company.
- <sup>1</sup> Donaldson, M. (1978) *Children's Minds*, Collins.