

## APPROACHES OF TEACHING YOUNG LEARNERS

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**Abstract:** Approach People use the term approach to refer to theories about the nature of language and language learning. These provide the reasons for doing things in the classroom and the reasons for the way they are done. An approach describes how language is used and how its constituent parts interlock – it offers a model of language competence. An approach also describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning. Method A method is the practical classroom realisation of an approach. The originators of a method have arrived at decisions which will bring the approach they believe in to life. Methods include various procedures and techniques (see below) as part of their standard fare. When methods have fixed procedures, informed by a clearly articulated approach, they are easy to describe. However, if a method takes procedures and techniques from a wide range of sources (some of which are used in other methods or are informed by other beliefs), it is more difficult to continue describing it as a ‘method’.

**Keywords:** Approach, constituent, competence, promote, techniques, language competence, Method.

### 1. Introduction

In the beginning of my article I want to explain how much important

teaching young learners, and show most useful and helpful methods or approaches of teaching them. When children's young age their brain works more quickly and sufficiently so that it would be great if they grow up in a situation which is surrounded by knowledgeable people especially his or her parents or siblings and it can help to use more active and creative activities while teaching them. As I mentioned the approach of parents are the most important part of teaching their offspring. The reason of this fact is that boys and girls spend their more time in their homes with their family members. The first knowledge must be given to their parents at home. For example when I was young my mother taught me the whole letters of my native language's alphabet. Not only letters but also numbers and how to count them. Even I had more information about Russian language's vocabulary and poetry. The second important place is of course at school. When children grow up they go to school in order to study. In here they learn all information about the nature and science. In order to teach them in a correct way, teachers should use appropriate methods and approaches. These days many people prefer modern method of teaching young learners to the oldest method. First of all we should know the groups of young learners. In my article I will give information about these two methods and the difference between them. Moreover I will highlight some useful ways of teaching. Of course my own techniques.

### **2. Young learners and their groups.**

Young learners are children from 5 to 12. According to the researchers the key objectives of early foreign language learning are: linguistic, psychological, cultural, cognitive and social. Teaching the young learners requires different techniques as these children have different characteristics which can be categorized *in two groups*. *The first* is the very young ones i.e. from aged 7 years and less. These children have a very limited vocabulary and have not even

mastered the grammar of their mother tongue. They have shorter attention span, are very curious, lots of imagination, easily distracted, full of energy and want to do things themselves.

With this in mind, the techniques applied are lessons with short stories, rhymes, songs as well as lots of repetition.

*The second group* is the 8 to 12 years old. Some of the characteristics of this group are: fast growing children, interested in varied activities, and love to discover things. They are interested in facts - like history and geography, and are very creative. They also like to read, write, pretend, imitate and want adult approval and are in “age of activity”.

### **Children: 4-6 year-olds**

#### **In this table we find about 4-6 year-old learners**

Characteristics	Implications	Needs
Pre-school or just beginning school	Not used to classroom conventions	Training in class routines e.g. listening to teacher
Limited motor skills	Clumsy control of pen/scissors etc.	To develop motor control e.g. coloring, copying
Learning holistically	Whole child needs stimulation	Opportunities to move, sing, play, explore, touch, etc.
Limited reading/writing skills in L1	Introducing reading/writing in English	Lots of listening/speaking activities. Fun introduction to English letters and words
Like stories, fantasy	Bored with many topics	Stories, fantasy, fun

### Children: 7-9 year-olds

In this section, find out how 7-9 year-old children learn and develop.

Characteristics	Implications	Need
Beginning to be logical and analytical	Can see patterns, aware of language	Opportunities to experiment e.g. making up own chants
Asking questions	Need answers	Freedom to express themselves and learn more than language
Reading and writing still minimal in L1	Still need support and help	Practice and success oriented activities
Still have problems sharing	Group activities not always successful	Teacher to guide them and chances to work alone

### 3. Three and a half methods

Many of the seeds which have grown into present-day methodology were sown in debates between more and less formal attitudes to language, and crucially, the place of the students’ first language in the classroom. Before the nineteenth century, many formal language learners were scholars who studied rules of grammar and consulted lists of foreign words in dictionaries. But in the nineteenth century, moves were made to bring foreign-language learning into school curriculums, and so something more was needed.

### 4. Grammar translation method

This gave rise to the Grammar–translation. These methods did exactly what the term says. Students were given (in their own language) explanations of individual points of grammar, and then they were given sentences which

exemplified these points. These sentences had to be translated from the target language (L2) back to the students' first language (L1) and vice versa. A number of features of the grammar–translation method are worth commenting on. In the first place, language was mostly treated at the level of the sentence only, with little study, certainly at the early stages, of longer texts. Secondly, there was little if any consideration of the spoken language. And thirdly, accuracy was considered to be a necessity. The direct method. This method arrived at the end of the nineteenth century. It was the product of a reform movement which was reacting to the restrictions of grammar–translation. Translation was abandoned in favour of the teacher and the students speaking together, relating the grammatical forms they should be learning to objects and pictures, etc. in order to establish their meaning. Whereas, in grammar–translation, language is learnt deductively (that is, the focus on rules is conscious and deliberate, and from an understanding of these rules language can be produced), in the direct method, grammar is learnt inductively (that is, the students discover the rules from exposure to the language). Dialogues were frequently used to exemplify conversational style. Crucially (because of the influence this has had for many years since), it was considered vitally important that only the target language should be used in the classroom. This may have been a reaction against incessant translation. It may also have had something to do with the increased numbers of monolingual native speakers who started, in the twentieth century, to travel the world teaching English. Using the stimulus–response–reinforcement model, it attempted, through a continuous process of such positive reinforcement, to engender good habits in language learners. This method relied heavily on drills to form these habits; substitution was built into these drills so that, in small steps, the student was constantly learning and, moreover, was shielded from the possibility of making mistakes by the design of the drill. Much audiolingual

teaching stayed at the sentence level, and there was little placing of language in any kind of real-life context. A premium was still placed on accuracy; indeed, audiolingual methodology did its best to banish mistakes completely. The purpose was habitformation through constant repetition of correct utterances, encouraged and supported by positive reinforcement in the form of teacher praise or the simple acknowledgement – because the drill continues – that the student has got it right. When students are really concentrating on a drill, their practice will certainly be ‘deliberate’ – which is a good thing – but whether it will be meaningful and mindful is quite another. A British variant on audiolingualism was referred to as the oral–situational approach. Again, spoken language had primacy. Nothing should be said before it was heard, and nothing should be read or written before it was spoken. As with audiolingual methodology, grammar structures were graded and sequenced for the students to learn, but unlike audiolingual teaching, language items were introduced in situations such as ‘at the post office’, ‘at the hospital’, etc.

### **5.Communicative language teaching**

Most English teachers in the world today would say that they teach communicatively, and many important methods such as task-based learning or philosophies such as teaching unplugged exist because of the communicative ‘revolution’ of the 1970s and 80s. However, there is a problem when attempting to define communicative language teaching (CLT – or the communicative approach as it was originally called). This is because it means different things to different people. Or perhaps it is like an extended family of different approaches, and ‘... as is the case with most families, not all members live harmoniously together all of the time. There are squabbles and disagreements, if not outright wars, from time to time. However, no one is willing to assert that they do not belong to the family.

One of the principal strands of CLT was a shift away from a focus on how language was formed (grammar and vocabulary, etc.) to an emphasis on what language was used for.

Pioneers such as David Wilkins in the 1970s looked at what notions language expressed, what communicative functions people performed with language. The concern was with spoken functions as much as with written grammar, and ideas of when and how it was appropriate to say certain things were of primary importance. Thus communicative language teachers taught people to invite and apologise, to agree and disagree, alongside making sure they could use the past perfect or the second conditional. It was even possible, by identifying what people actually did with language in their jobs, for example, to produce communicative syllabuses listing, in minute detail, the language events and utterances that students would need. The other major strand of CLT – and what marked it out from more ‘traditional’ methods – centres around the essential belief that if ‘language is communication’, then students should be involved in meaning-focused communicative tasks so that ‘language learning will take care of itself’. Activities in CLT typically involve students in real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use. Thus, for example, role-play and simulation (where students act out real communication in a classroom setting) became very popular in CLT.

## **6. Conclusion**

To sum up, YL are eager to learn about the world that surrounds them and they easily adopt foreign languages by imitation, echoing and repetition. As it was mentioned before they have a short attention span but, on the other hand, they fully engage in the games and exercises in the classroom.

It is important to remember that every age group, even though they are

different in many ways, has one fundamental linking „feature“, they all are sets of people and people are all individuals. That means they all think a little differently, they perceive the world in many different ways and they have different techniques of learning as well as different aptitudes. Some people are better at learning languages, others like mathematics and physics more.

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