



TEACHING ENGLISH TO YOUNG LEARNERS

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Abstract. *This article can be used as a guidance to teachers who teach English to young students and proposes solutions for the probable challenges teachers may face during teaching process.*

Key words: *young learners, classroom activities, probable challenges, teaching process.*

Аннотация. *Эта статья может служить руководством для учителей, преподающих английский язык молодым ученикам, и предлагает решения возможных проблем, с которыми могут столкнуться преподаватели в процессе обучения.*

Ключевые слова: *младшие ученики, учебные занятия, возможные трудности, процесс обучения.*

Annotatsiya. *Ushbu maqola yosh talabalarga ingliz tilini o'rgatadigan o'qituvchilar uchun yo'riqnoma sifatida ishlatilishi mumkin va o'qituvchilar o'qitish jarayonida duch kelishi mumkin bo'lgan muammolarga yechimlar taklif etadi.*

Kalit so'zlar: *yosh o'rganuvchilar, sinfxona mashg'ulotlari, ehtimoliy muammolar, o'qitish jarayoni.*

What is the difference between teaching young children and adults?

Some differences are immediately obvious: children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. (Lynne Cameron 2001). Teaching English to young learners is challenging but rewarding process that you will feel proud as these students make progress on their education and on to their future career.

The adult world and the child's world are not the same. Children do not always understand what adults are talking about. Adults do not always understand what children are talking about. The difference is that adults usually find out by asking questions, but children don't always ask. They either pretend to understand, or they understand in their own terms and do what they think you want them to do. (Wendy Scott and Lisbeth Ytreberg)

Children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native-like accent. (Lynne Cameron 2001) They can easily mimic the sounds they hear which helps to have clearer pronunciation. They are not afraid of making mistakes while they are learning



something new. Their flexible brains make the learning process easier and faster to develop their language skills.

However there are some noticeable challenges during the teaching and learning journey.

1. They may get less motivated and lose their interests quite easily. Because of their short-term attention, it is hard to keep them focused on the theme for a long periods.

2. Children do not find it as easy to use language to talk about language; in other words, they do not have the same access as older learners to metalanguage (words that are used for talking about or describing language (Longman)) that teachers can use to explain about grammar or discourse. It is quite difficult to explain what adverbs and verbs are or when should definite article be used, as they do not really have exact concept about them in their native language. In other words, they are still advancing their basic language skills in their mother language, learning totally new foreign language can be a bit problematic.

3. Young children can not usually notice the value of learning new language and they consider it as a hobby or favorite activity. So they always need fun and engaging lessons to learn languages.

4. Some teachers face difficulties with managing the curious and cheerful students in the classroom especially during interactive activities and groupwork.

5. Learning rates may differ in different students. Some students can easily grab new information while others need a bit more repetition and time.

All teachers start to work with already formed personalities but there are still abilities and attitudes that they should develop. They should be respectful, helpful, adaptable and as well as patient. Below some useful tips are given that help to cope with teaching problems.

1. Using pictures, objects and all surroundings in the classroom helps students stay focused while learning. All children love participating in activities that require movement and involve senses which makes learning process easier.

2. 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. (Wendy Scott and Lisbeth Ytreberg)

3. As young learners' attention and concentration spans are quite short, teachers should keep the variety. Various methods, various pictures, various organizations, various activities play a crucial role during lessons.

4. Rather than giving them expensive prizes and rewards, use other more effective types of encouragement. Make them have feeling of togetherness, involvement and belonging to the group. Give them a chance to feel themselves as an important part of a class, to interact with other children, to express their opinions



freely. Because the possibility of learning increases when they enjoy what they are doing.

5. Create a secure and comfortable learning atmosphere for students where everyone's opinions are equally respected, each student's decisions are fairly listened and nobody is laughed at.

Conclusion. Teaching English language to young learners is challenging but enjoyable process that requires teacher a lot of skills and at the same time gives sense of pride. There are quite simple but practically important techniques which makes teaching process faster and more efficient.

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