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PSYCHOLOGICAL FEATURES OF YOUNG LEARNERS ON LANGUAGE LEARNING

ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ МОЛОДЫХ УЧАЩИХСЯ ПРИ ИЗУЧЕНИИ ЯЗЫКА

YOSH O'RGANUVCHILARNING TIL O'RGANISH BO'YICHA PSIXOLOGIK XUSUSIYATLARI

Abstract: The article discusses age-related linguistic and psychological abilities and features of language learning of children of preschool age and English language learners. First, the article outlines some age characteristics of young learners, followed by some ways for teachers to teach them. In general, in the early period of life, children have very good abilities to acquire various information, as well as foreign languages.

Key words: pre-schoolers, abilities, grammar, words, young learners.

Аннотация: В статье рассматриваются возрастные языковые и психологические способности и особенности изучения языка у детей дошкольного возраста и изучающих английский язык. Во-первых, в статье описываются некоторые возрастные особенности младших школьников, а затем некоторые способы их обучения учителями. В целом в раннем периоде жизни дети обладают очень хорошими способностями к быстрому усвоению различной информации, а также к иностранным языкам.

Ключевые слова: дошкольники, умения, грамматика, слова, младшие школьники.

Annotatsiya: Maqolada maktabgacha yoshdagi va ingliz tilini o'rganuvchi bolalarning til o'rganishdagi yoshga doir lingvo-psixologik qobiliyatlari va xususiyatlari muhokama qilinadi. Dastlab, maqolada yosh o'rganuvchilarning ba'zi yosh xususiyatlari ko'rsatilgan bo'lib, so'ngra o'qituvchilar uchun ularni o'qitishning ba'zi usullari keltirilgan. Umuman olganda, hayotining dastlabki davrida bolalar turli xil

ma'lumotlarni, shuningdek, chet tillarini tez o'zlashtirish uchun juda yaxshi qobiliyatlarga ega bo'ladilar.

Kalit so'zlar: maktabgacha yoshdagi bolalar, qobiliyatlar, grammatika, so'zlar, yosh o'quvchilar.

We know there is a considerable difference between youngsters and adults when it comes to learning. It is clear that young children do not usually possess the capacity to make up complicated ideas. Behaviourism, a completely different from a previous model by Jean Piaget, has long been a prevalent model in educational psychology courses. As per behaviourists' hypothesis, children from an early age go through learning process in the form of imitation, meaning that they imitate people and react to environmental stimuli. Learning to speak can be one of the vivid examples to this point. Mostly children do not really need some sort of dictionaries of grammar to learn their native language: they learn it simply by imitating people around and become fluent eventually. According to Piagetian's view, children are active learners who actively construct their own points of view via acting upon physical and social environment [4]. Although these two hypothesis iterate various ideas, they, in some ways, have one particular point in common: children as active learners are able to set goals, play and revise.

The term 'young learners' is used to describe children aged 6-12 according to Philips [1]. On the other hand, Scott and Yterberg state, what 6-year-olds can do differ from what 12-year-olds do. Children at the age of 6, for example, cannot learn complex math which is common among children aged 12. Apart from that, children develop individual difference, that is, some mature early than others: it may take a year for one to learn a language, but others may spend half dozen years to become proficient at it; some might understand math easily while others struggle. Scoot and Yterberg, in 1990, illustrated various characteristics that different age group possess:

- Five to seven year olds
- Five to seven year olds are capable of doing these:
 - They can communicate with people;
 - They can express their desire;
 - They can understand human interactions;
 - They can imagine broadly and colorfully;
 - They can think logically;
 - They can be eager to learn;

- They can come up with a creative ideas;
- They can make plans while playing with peers;
- Eight to ten year olds
- Eight to ten year olds are able to do these:
- They can process complex ideas;
- They can make independent decisions;
- They can collaborate with others;
- They can distinguish right and wrong;
- They can rely on themselves when they face problems;
- They can develop the sense of Fairness; [2]

It is commonly believed that children know and do a limited amount of tasks, however, as they grow older they tend to become competent in a number of fields with many experience. In fact, if someone sucks at something, it is not always due to his/her inexperience but can be because of his/her age.

Comparing to adults children have less motivation and they do not feel need to learn languages of any kinds, such as English, as they are not seriously worried about their future life. They are only concerned about their own world, which consists of daily games, answers to the questions that are made when they face new, or misunderstandable events. Solving their daily issues in their mother tongue, children underestimate the importance of learning foreign languages: this is what hold them back from learning.

Motivation can make a considerable difference for children and teachers in the process of learning particular language. Most children do not be eager to learn new language simply because they, in most cases, cannot imagine or envision the success behind learning languages. To motivate children to learn language, teacher can use various factors that children looks favorably on, such as chocolate, toys, and others. If teachers can successfully integrate such things into lessons, children most likely end up being interested in learning a language. For example, if teachers reward students who excel at a subject with chocolate, others who did not get chocolate would try harder to get chocolate from teacher. Alternatively, teachers should make list of student who do not do not study well and offer them what they desire if they hit some kinds of benchmark. This can be very efficient way of motivating child to learn language by using his emotions, such as joy and pleasure.

Teachers mostly struggle with finding the most efficient way of motivating children to learn English that puts lots of responsibility on the youth. To solve this issue expert Rivers suggest teachers to focus on personal interests and preferences of children. According to his view, teachers should attract their pupils during teaching by using appealing contexts that are related to reality. Therefore, the types of ways expressed below are the most common principles suggested by experts.

Topics, circumstances and language functions
Firstly, factors need to be suitable with child's outlook, and they should serve for educational development. While children learn a language, they have to develop not only education but also cognitive and communicative skills should be enhanced.

We need to create the link between children's play and learn. The main cause of this is the more our children relaxed, the better they can improve their language learning skill. Youngsters have a tendency to enjoy with funny words and it is the most efficient way to recall new words. Meanwhile, the lessons, which are conducted in a humorous way, is very important to attract children's long-lasting attention. As I mentioned above, my little bro prepared in many LCs, but his last destination became extremely ridiculous due to his dedicated teacher and his advices. This teacher conducted his lessons by heart not from the books. Because he could find how to teach youngsters. My brother always says that his lessons were taught only by jokes and comedy shows. In addition to this, this teacher gave a chance to warmly welcome parents to observe how they conducting lessons. It means the more teachers clear about their methods and rationale, the better the lessons will be fruitful [3, 5].

When choosing a topic, teachers should take pupils personal interests and preferences into account that learners should not face any problems with learning a language. Using the subjects at the school curriculum by tutors that children are familiar can result in positive spirit towards learning. Because, children have desire to be active during the lesson and speaking about familiar topic can enhance their motivation to be active. However, teacher also notice that whether all pupils are pleased with tackling the topic or not. If they are dissatisfied with chosen topics, teachers

need to change them. Questions asked by young learners can provide mass amount of interesting topics.

Situations play a very vital role as they have a great impact on child. Classroom should be decorated to create exciting and attractive atmosphere for children, and the language used should share some information about aimed culture. Condition also need to fit with children's linguistic ability and their age.

The role of excitement

Despite the fact that children can easily be distracted from particular activities, and are prone to change their mood, they present greater amount of motivation than teenage learners do on the staff that are appealing for them. So teaching under this circumstance demand the teacher to be resourceful and creative to achieve the result faster.

Therefore, the professor Wilkins states, "Learning becomes interesting, even at times entertaining process". According to his point of view, providing new learners especially youth with playful tasks and games throughout learning process can lead to better motivation and concentration on certain lessons. [4]

Although games are entertaining activities, they are the best tools for teachers to help children master previous lessons. Challenges and competitions can add more joy to the games that children even forget that it is lesson, not play. Not only competitive games are helpful but also songs are also beneficial in education sector. Songs serve for creating classroom-learning environment by breaking the monotony of the lesson and providing happy and stress-free activities. Songs are great sources of positive feeling and chance of repetition, which in terms help to increase memory power.

Due to the advancements in communication systems, the relation among nations has been increased markedly. Because of this, learning a foreign language at an early age has become a controversial issue in the global village. Some experts claim that primary school is the best place for learning another language instead of secondary school. There are several advantages of studying a foreign language from primary level. Primarily, during this period, children are more flexible and they can grasp any language very easily. However, if they try to learn in their secondary level, they cannot follow rules and regulations of other languages easily due to the greater influence of

mother language. Next, naturally, children are more curious and eager to learn new things in their tender age. Therefore, proficiency and fluency in new or unfamiliar language can be achieved at primary school, which would help them enormously in the end. Lastly, excellence in foreign languages is greatly beneficial for professional development as well as financial betterment. Since a long time is needed for acquiring deep knowledge in every language, every child has to start learning a second language as early as possible; otherwise, their future will not be safe.

The proponents of this view discuss that there are many reasons behind of their claims. The most important one is about recent research. The studies have shown that the children between 4-9 ages have a great opportunity to learn new languages. In addition, they clarify their claims by an example, a survey among 200 pupils, has shown that the above mention ages have a crucial role in children building character and developing their personality. Moreover, give the special care and settle down proper curriculum could be much beneficial for them in this way. Consequently, because of carefree mind children can catch more points in this level. [1]

It has several advantages. Firstly, learning a foreign language is helpful for the growth of a child's brain. A study by United Nations has proved that learning any language other than the native one activates various new parts of the brain, which were never used before. As a result, it increases the grasping and learning-power of a child. Not only this, it also accelerates the working of one's brain. Therefore, making kids to learn a new language at an early age will help them in their mental growth.

Published data on the outcomes of early language learning come from the North American experience with immersion teaching, where native speakers of English are placed in French-speaking nursery and infant schools, and vice versa these contexts, children who have an early start develop and maintain advantages in some, but not all, areas of language skills. Listening comprehension benefits most, with overall better outcomes for an earlier start; pronunciation also benefits in the longer term, but this is restricted to learning language in naturalistic contexts, and will not necessarily apply to school-based learning. Younger children learn the grammar of the L2 more slowly than older learners do, so that although they start earlier with

language learning, they make slower progress, and overall gains are not straightforwardly linked to the time spent learning. Learning a second language through immersion differs from learning a foreign language as a subject lesson several times a week; immersion pupils study school subjects through the second language and thus have more exposure and more experience with the language. However, it is unlikely that the difference in quantity of language learning experience will affect the balance of benefits; in foreign language learning too, receptive skills are likely to remain ahead of productive skills, and grammatical knowledge, which is linked not just to language development but also to cognitive development, is likely to develop more slowly for younger children.

It would be nice if youngsters can follow in their successful siblings' daily routine. It is 100% clear that successful people always plan at the end of the day what they are going to do in the following day [1]. As well as they try to avoid all types of distractions as they know the value of their time. The main cause of this is discipline, consistency and hard work. Every person knows that they undergone some difficulties when they start doing something from zero. On this occasion, their patience comes in handy for them to overcome the laziness and fair. Therefore, I suggested relying on commotion lists for children above. However, there are some challenges for youth, especially for those who do not know how to write. Usually 3-5 aged children distribute this type of group (I mean the members of this group unable to write and read, as they are very young). Nevertheless, some researchers could find enough solution for this problem. For those who are not aware of writing and reading letters and do not know how to divide their day efficiently, they discovered the method and resources. Coloured pictures that are attractive and normal-sized would be the most efficient method to use to brainstorm the days of children.

Expert Paul [4] sights that every moment of lesson should be spent wisely. He also viewed that children have a tendency to be affected by feelings that they feel towards their teacher, learning environment and used methods. In addition, the factors that have a great influence are methods of teachers and teachers themselves. So choosing appropriate materials and the use of interesting activities is crucial.

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