



International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

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IJIEMR Transactions, online available on 19th March 2021. Link

<https://ijiemr.org/downloads/Volume-10/ISSUE-3>

DOI: 10.48047/IJIEMR/V10/I03/71

Title: **Psychological bases of teaching English to young learners**

Volume 10, Issue 03, Pages: 360-362.

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Psychological bases of teaching English to young learners

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Abstract: In this article given information about some problems of teaching English to young learners. This article also clarifies the importance of knowing psychological characteristics of young learners, i.e. the peculiar features of their age, temperament, character and level of cognitive development while teaching English. Here given some advises how to choose appropriate teaching methods considering their psychological development and age peculiarities.

Keywords: linguodidactics, cognitive development, developmental psychology, educational psychology, ontogeny, teaching content.

Introduction

Nowadays our country has implemented a number of reforms aimed at improving the quality of education.

In accordance with the Resolution of the President of the Republic of Uzbekistan Shavkat Miromonovich Mirziyoyev "On approval of the Concept of development of preschool education in the Republic of Uzbekistan until 2030" PR-4312, special attention is paid to ensuring continuity of education.

In accordance with the Resolution of the President of the Republic of Uzbekistan "On Additional Measures to Further Improvement of the Educational System" No. 4884 signed that the system of preschool education should be developed according to the international standards and requirements. In this degree emphasized the organization of the indicators and assessment of psychological development of young learners.

Whereas English was first taught in the primary grades, but today English is being taught in preschools as well. The solution of this problem imposes a lot of responsibilities on the teaching staff. In particular, cooperation with preschool educational institutions, organization of pedagogical practice in preschool, development of appropriate teaching methods for preschoolers and organizing syllabus and manuals for teachers of preschoolers.

There are three main approach in teaching foreign language to young learners. They are psychological, methodological and linguistic

approaches. When teaching a foreign language to young learners it is important to consider, first of all, their psychological characteristics, i.e. the peculiar features of their age, temperament, character and level of cognitive development.

For that reason, the science of psychology, which studies the laws of the human psyche, is of particular importance. It is known that the course of pedagogical and developmental psychology as an important branch of psychology is a field that studies the psychological features of human mental processes in ontogenesis and the characteristics of each stage of mental development in the educational environment. Ontogeny (Greek,ontos-existence, soul; genesis-origin, emergence) is the process of mental development from the emergence of the individual to the end of life.

Developmental psychology is the scientific study of systematic psychological changes that a person experiences over the life span, often referred to as human development. While teaching pupils in different age we have to address to educational psychology. Educational psychology is the branch of psychology concerned with the scientific study of human learning. The study of learning processes, from both cognitive and behavioral perspectives, allows researchers to understand individual differences in intelligence, cognitive development, affect, motivation, self-regulation, and self-concept, as well as their role in learning. The field of educational

psychology relies heavily on quantitative methods, including testing and measurement, to enhance educational activities related to instructional design, classroom management, and assessment, which serve to facilitate learning processes in various educational settings across the lifespan. Educational psychology can in part be understood through its relationship with other disciplines. It is informed primarily by psychology, bearing a relationship to that discipline analogous to the relationship between medicine and biology. It is also informed by neuroscience. Educational psychology in turn informs a wide range of specialties within educational studies, including instructional design, educational technology, curriculum development, organizational learning, special education, classroom management, and student motivation. Educational psychology both draws from and contributes to cognitive science and the learning sciences. In universities, departments of educational psychology are usually housed within faculties of education, possibly accounting for the lack of representation of educational psychology content in introductory psychology textbooks.

While teaching English to young learners we should take into consideration psychological characteristics of learners. In ontogeny, the period from 3 to 7 years is the period of kindergarten age. Considering that there are very rapid qualitative changes in the psychology of preschool children, the period of preschoolers is divided into 3 main periods: 3-4 years-young kindergarten age, 4-5 years - middle kindergarten age and 6-7 years old - older kindergarten age. Many Methodologists have suggested that foreign languages should be taught at the kindergarten from the age of 5-6-7. It is mainly from this period that the child's independent activity begins to grow. Preschool education should focus on mastering children's active movements, developing basic hygiene, cultural and work skills, developing speech, and forming the first buds of social morality and aesthetic taste. During this period, the child's speech begins to develop rapidly. Preschoolers master their native language slightly and they

are very active and movable in this period. For that reason, they want to communicate and interact with adults and children close to their age. They want to know everything. Interest plays an important role in the lives and mental development of preschoolers. Interest is one of the motivating factors for a child to do an activity, just as it is a need. The importance of curiosity in the development of a child is that the child strives to know as deeply as possible what he is interested in, and does not get bored of doing what he is interested in for a long time. Therefore, in order to teach a child a foreign language, it is necessary to develop their interest in learning the foreign language. To achieve this aim, it's necessary to know the main type of activity of a child of this age. The leading activity of preschool children is playing. Therefore, it is advisable to teach a child a foreign language with the help of various games (motivational and role-playing games), poems, music and fairy tales, depending on his interests. In this age children's mental process like intuition, perception, attention, memory, imagination, thinking, speech, emotions and will develops intensively. The fact that speech is well developed in the child during this period indicates the formation of thinking. A 2-year-old child has a vocabulary of about 250 to 400, a 3-year-old has 1,000 to 1,200, and a 7-year-old has a vocabulary of 4,000. This means that during this age, a child's speech improves significantly, both quantitatively and qualitatively. The growth of speech in preschoolers also depends in many ways on the cultural level of the family. There are linguodidactic requirements for the development of a foreign language of learners in preschool educational establishments. According to the content of the foreign language teaching speech topics, language skills, and language materials are selected taking into consideration preschoolers' level. Vocabulary is an open system in language teaching. The size of lexicon for a kindergartener is set at 300. Grammar is a closed system in which learners are taught Present Simple as a grammatical phenomenon. In this period listening and speaking are taught

within four main language skills.

Another key component of the content of foreign language teaching is the topic, which covers three major topics in foreign language teaching. They are "Learner's environment", "Our country", "The culture of the English-speaking countries."

During teaching speaking to young learners, the teacher should take into consideration the level of psychological development of their speech firstly in their mother tongue. According to this one can develop learners' speaking skills in foreign language step by step. In addition, children's ability to distinguish complex speech sounds is not yet fully developed in this period. One of the most important conditions for correcting the speech of the learner with a language defect is to speak fluently with the child, pronouncing it fully and correctly. We can teach them English speech sounds comparing with their native language. By the way one may use the articulatory activities.

In accordance with the State Curriculum of the "First Step" Institution of the Ministry of Preschool Education of the Republic of Uzbekistan after the completion of educational activities in the field of "Speech, communication, reading and writing skills" 6 - 7 years old child:

- should be able to listen and understand speech;
- is interested in learning a second language;
- begin to know the fundamental knowledge of the second language;
- can imagine the lexical, syllable and phonetic structure of the word.

Depending on the nature of the attention of preschool children, the time to teach children a foreign language should not exceed 15-20 minutes. In 1993 in Uzbekistan the issues of teaching foreign languages to preschoolers were discussed by Professor J.J. Jalolov and other Methodists in the article "The concept of uninterrupted learning in a foreign language" ("Концепция непрерывного обучения по иностранному языку") in the newspaper "Uchitel Uzbekistana" ("Учитель Узбекистана"). According to them, the time for teaching English to children is set at 15 minutes every day or 25 minutes 3 days a week.

The teaching process is carried out with the help of various games, music, poems, visual aids and ICT tools, without explanation and command. The most important factor in teaching a foreign language in preschool is to arouse the child's interest in learning a foreign language.

A child is taught a foreign language intuitively, not instinctively. That is, when a child is taught new words in a foreign language, he is taught words that describe something, an object, an event that he has understood in his native language. The child has difficulty accepting two new concepts (a new word and a new concept) at the same time. For example, according to some Methodists, there are more than 3,000 colors in the world. But children are taught only 11 colors that they know and can imagine.

In conclusion one may say that, there are three main approaches in teaching foreign language. They are psychological, linguistic and methodological approaches. In Psychological approach in teaching English to young learners we should take into consider learners' age and psychological peculiarities and mental development. In linguistic approach we should know the basis of language system (vocabulary, grammar, pronunciation). Following methodological approach, we may choose appropriate ways of teaching foreign language. While teaching English to young learners we couldn't ignore these three main approaches.

Literature

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