



TEACHING YOUNG LEARNERS AND THE ROLE OF VOCABULARY.

Safoyeva Farangiz Obid qizi

Student of Termiz State University, Faculty of Foreign Philology.

Annotation: *Teaching vocabulary to young learners deals with the need of a teacher to know his or her learners and to understand their needs and problems. Other issue mentioned in the thesis is the question of motivation and including fun and games into the teaching process. The last issue the thesis deals with is the usage of different methods and approaches for teaching young learners.*

Key Words: *Young learner, motivation, vocabulary, approach, method, game, fun.*

A young learner – who is he or she? This term covers a wide age range, this can be anybody from the age of three to the age of eighteen. There is a big difference between what a –three-year-old child can do and what a child of fifteen can do. We should consider their development too. Some children develop faster, others need more time. Teaching young learners requires the knowledge of knowing all the development differences. Understanding these differences can help me as a teacher to develop methods and a system of work that I will use in the process of teaching. Of course, it is not possible to say that every child of six will know this and that. But it is possible to pick out some characteristics which I as a teacher should know and should be aware of.

I have decided to focus on young learners – age group 7-11. I have chosen this age group because I like working with young learners. From my own personal experience I have to admit that learners at this age are grateful when someone invest time in them. The results are seen quite easily and of course teachers demand this kind of satisfaction. These children still want to learn something new. When they know it, they are happy to present it and they feel more important. I remember a girl - 5th grade - who was able to “communicate” with a native speaker. Her joy was the best reward for me.

It is generally known that the Czech system officially allows children to start learning a foreign language in the 4th grade. In the Czech Republic children have started learning a foreign language in the 4th grade so far. However, according to the new school curricula, which is starting to be adopted from September 2006, the children will start a year earlier and in some schools the foreign language will be introduced from the 1st grade. In the 7th grade they will have to start learning a second foreign language. In my opinion, the sooner they start, the better for them. Their brain and memory is ready for learning and most of them can learn quite well. There have been many disputes and discussions over this.

I think these debates will be run over and over because nobody is able to say the exact time for beginning to learn foreign languages. From my personal experience, I achieved quite good results with kindergarten children so I do not see any problems for older learners. I think if very young learners are able to achieve good results, I think the older ones can do it too.



I would like to point out some characteristics about this age group. They are happy when they can play. They love to share their experiences, they love when people pay attention to them and their talking.

They are able to talk about what they are doing. They use imagination a lot.

They can think, argue, discuss and they are able to interact with both children and adults. They are able to concentrate for certain time. They understand situations and through situations – they use several senses.

They are able to use language skills not even realizing them.

They do not realize what is fact and what is fiction sometimes. They want to learn and are happy when they learn something, then they have to share it with somebody and they are proud that they learnt, they can show off a little bit. Often they “teach” each other. They love to be praised for what they have done and learnt, this is very important fact to keep their motivation. Very often they pretend they understand everything and they know everything. Halliwell states that: young children are already very good at interpreting meaning without necessarily understanding the individual words already have great skill in using limited language creatively frequently learn indirectly rather than directly take great pleasure in creating fun in what they do their imagination is ready “above all take great delight in talking” (Halliwell, 1992, p 3)

I do agree with Halliwell and her observations. My observations are the same as hers. These examples of characteristics I have mentioned above are great hints how to teach young learners and what kind of methods we should use. It is very important to choose the right way of teaching for these little children. The teacher definitely has to be very sensitive to the children’s needs and has to prepare the lessons well.. We should avoid a stereotype, the lessons have to be creative and lively. Otherwise this could have really bad consequences for the learners’ further improvement in the language.

What is vocabulary? “Vocabulary can be defined, roughly, as the words we teach in the foreign language.

However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary „items“ rather than „words“. (Ur, 2003, p 60)

All languages consist of words. Languages emerge first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. Moreover, vocabulary is still widening. Even in our native language we are continually learning new words and meanings of old words. For example, Czech word pošta. This used to mean just the post office or simple letters but nowadays it also means emails. Some words can be entirely new to us. We come across completely new words that are made according to new technologies and according to the needs of real life. For example, a verb to google is used frequently a lot. Learners of a second language experience something similar. Thornbury states that they can be confronted by words that are totally unfamiliar, or being used in ways that for them are novel and possibly obscure. To find the right word to fit the meaning can be very frustrating, especially if the store of words is limited.



To summarize this, the learner while learning the vocabulary of a second language can come across several challenges: “making the correct connections, when understanding the second language, between the form and meaning of words when producing language, using the correct form of a word for the meaning intended (i.e. nose not noise) To meet these challenges the learner needs to: acquire a critical mass of words for use in both understanding and producing the language remember words over time, be able to recall them readily.

REFERENCES:

1. Belz J.A., Thorne S.L. Computer-mediated Intercultural Foreign Language Education. - Boston, MA: Heinle & Heinle, 2010.
2. Thorne S.L., Black R. Language and Literacy Development in Computer-mediated Contexts and Communities // Annual Review of Applied Linguistics. - 2008. - № 28.
3. Abdullayeva Sh. Umumiy pedagogika. – Toshkent: 2021.
4. <https://goaravetisyan.ru/>
5. <https://yuz.uz/news/>
6. <https://tdi.uz/>
7. <https://arxiv.uz/>