

The Main Pedagogical Principles Underlying the Teaching of Languages to Young Learners

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Abstract: A pedagogical principle is defined at different levels, from the very abstract down to the micro context of individual tutor beliefs that form the basis for their planned and spontaneous classroom action. Pedagogic is the science concerned with the teaching and learning process of the younger generation. Because, methods also deal with the problems of educating and learning, it is most closely integrated to pedagogics. In studying foreign language teaching one must know pedagogics. One of the branches of pedagogics is called didactics. Didactics investigates general ways of teaching in schools. Methods, as compared to didactics, studies the certain ways of teaching a definite subject.

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Nowadays there are great opportunities to teach English to young learners. Because, the President of Uzbekistan is creating a lot of opportunities for learning English. So, English teachers began to teach English to the 1st form at the beginning of 2013-2014 school years. You know young children like games. We think they should be taught English by playing more interesting games which are played by using easy vocabulary games or grammar games such as “to be”, or “have got” and so on [1].

Early language learning needs to be supported through pre-service teacher education and continuous professional development of teachers as well as national and transnational structures and initiatives. Therefore, a pedagogical principle is expressed at different levels, from the very abstract down to the micro context of individual teacher beliefs that form the basis for their planned and spontaneous classroom action.

Methods of foreign language teaching are most closely related to linguistics, since linguistics deals with the problems which are of paramount importance to methods, with language and thinking, grammar and vocabulary, the relationship between grammar and vocabulary, and many others. Methods successfully use, for example, the results of linguistic investigation in the selection and arrangement of language material for teaching. It is known that structural linguistics have had a great impact on language teaching. Teaching materials have been prepared by linguists and methodologists of the structural school. In order that the pupil's interest may be secured and retained the speech material taught must:

- a) Be arranged and presented according to spheres of interest;
- b) Proceed from, and center round, the pupil's own self – his most natural object of interest – diverging from, not converging to, that center;
- c) Be at once new and definitely associated with objects in which an interest already exists;
- d) Correspond to the pupil's age and powers; be neither too childish, nor too abstract and difficult for understanding;
- e) Not be too easy; present some difficulty and yet a definite prospect of successfully overcoming it, – seeing that interest largely lies in successfully.

Regarding to Pavlov's studies, habits are conditioned reflexes, and a conditioned reflex is an action performed automatically in response to a definite stimulus as a result of previous frequent repetitions of the same action. Pavlov showed that man's higher nervous system of organic structures within the nervous system. This system is developed only in man. It enables the brain to respond to inner stimuli as it responds to outer stimuli or signals perceived through the sense organs. Pavlov named this the second signaling system. As a result, one of the forms of human behavior is language behavior. Speech response to different communication situations. Therefore

in teaching foreign language pupils should acquire the language they study as a behavior, as something that helps people to communicate with each other in various real situations of intercourse.

In fact, all level children (from kindergarten onwards) take benefit from being encouraged to focus on their learning. This contains reflecting on how they can learn from and be supportive each other, as well as on how they can acquire from their tutor or others, or how they can learn things for themselves. It is worthy for teachers to aid their pupils document, share, evaluate, supplement and refine how they learn not only in respect of languages, but also in respect of their other learning at school. In this sense, a Portfolio approach has much to offer, provided teachers create time and explain the purpose to the children. Portfolios in particular offer a useful way of helping children to reflect on such strategies as they use, and on what they might do in order to make these strategies work successfully. Teachers clearly have an important role in helping children collect and share their strategies, and this is likely to be superior to an approach in which strategies are simply taught from a given checklist. Once pupils' strategies have been collected, shared, discussed and refined, then research suggests that it is helpful to revisit and refine these further, rather than cover them once only.

Furthermore, stories play an important role in children's language-learning, not only because of children's natural interest in stories, nor in the undoubted appeal to their imagination, but also because stories embody a narrative structure of discourse which can be useful for learning more generally. The evidence suggests it is worthwhile for teaching to focus not only on the micro-structure of grammatical forms but also on the macro-structure of discourse, including the discourse of narrative. This helps children develop knowledge of how to begin, to set the scene, to link elements together in an intentional sequence, to de-centre in order to convey meaning to those who do not know the story, to deviate from the main story-line and then return to it, and to achieve closure. The generalisability of narrative functions such as these is considerable. Similarly, it is important for children to reflect on the structure of other forms of discourse such as conversations, which sensitises them to turn-taking, conventions of politeness, agreeing, disagreeing, intervening, topic-changing and negotiated closure.

In addition, like all learners, children benefit greatly from appropriate feedback which helps them monitor their progress. The feedback may be positive (in order to offer encouragement) or it may be constructively negative (e.g. helping them identify then repair errors of grammar), provided that this does not undermine confidence or self-esteem. The feedback need not necessarily be given by the teacher through didactic instruction, it may arise from processes whereby children themselves are encouraged to focus on linguistic form as well as on meaning, to 'notice' for themselves particular features of the languages they encounter, and to evaluate their own and their peers' output. In their spontaneous play, young children can sometimes engage in activities which seem to focus on language forms (including self-repair and other-repair) as well as on meanings and communication, and this spontaneous capacity might be further developed in classrooms.

However, teachers also consider the importance of reading and writing skills for young learners, despite its complexity. And it is often considered that the reading and writing activities are very passive and even redundant for language learning. Many kinds of research proved this point of view outdated, and the results were the opposite. Reading and writing are complementary language skills that are equally important as speaking and listening skills. All four language skills should be included and practiced in the classroom, regardless of the unit theme or the age of the learners. Developing literacy skills in foreign language instruction is another step to achieving native-like fluency, and it should start at the same time as the first language instruction.

The evidence shows that young children can benefit in a number of ways if their initial experience is not restricted to 'listening', 'speaking' and 'doing' but includes a gradual and systematic introduction to reading and writing from an early point. The reading and writing ought desirably to fit into a broader school approach to literacy development and equally may focus on local community languages as well as on the particular language the children are learning.

An early start can confer considerable advantages on children by activating such natural languages acquisition mechanisms as they possess, by affording them more time overall and by providing them with a linguistic and intercultural experience which can have a beneficial formative influence on their cognitive, social, cultural, acoustic, linguistic and personal development (including qualities of persistence and participation) and on their sense of self. This early start by itself guarantees nothing – it needs to be accompanied by good teaching, a supportive environment and continuity. Intrinsic motivation is not only created through ‘fun and games’ but also by intellectual challenge and achieving personal success. Children progress naturally through a number of stages in the development of their target language, which need not be unidirectional and may include periods of stagnation and of confusion.

References:

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