The psychological peculiarities of young learners for teaching foreign languages

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ABSTRACT

This article is written that it is very important to know the psychological peculiarities of young learners For the successful teaching of English in schools, it is essential for the teacher to understand the young learners characteristics and interests, because this plays a crucial role in how the teacher builds a lesson, how he or she can make sure that the young learners are fully involved in the learning process, how he or she achieves the objectives of a lesson, and how they respond. Psychological peculiarities of young learners are describing in this work.

Keywords : psychological peculiarities, personalization, stages, games, communication, puzzles

After gaining the independence, interest in teaching foreign languages increased and many opportunities were created for young people. At Present the English Language is becoming the international language. That's why everybody must know this language. In the modern globalization era it is not enough to be able to speak one language to communicate with the outside world. Young learners should begin learning a foreign language as soon as they start school. They faster become familiar with a strange language, improve their hearing ability to understand new words as time goes by and learn new words.

Most teachers who begin teaching English as a foreign language in schools think how easy it is going to be to teach this age group. Soon they discover that the task is not easy at all. Early language learners have to be interested, constantly animated and involved in a variety of fun activities and exercises for learners. Of course, the content, school lesson themes, and ways of transferring knowledge based on fun activities are adapted to school age and social environment. Methods, techniques and tools are numerous; schools normally use language immersion as the main teaching method, and most schools offer the possibility of second language learning using different foreign language teaching methods.

Some people are not sure whether it is right for learner to start learning a foreign language at such an early age, and some believe that we are imposing too much on them by asking them to do so, but this is really wrong. It is already scientifically proven that learners at this age actually have a strong potential to acquire almost an infinite number of new information, especially when second language learning is concerned. Moreover, it has been proven that pupils who learn a second language at a very early age (compared to those who don't), have more active brain spheres and later have less difficulties in school subjects other than English. Most teachers who begin teaching English as a foreign language in schools think how easy it is going to be to teach this age group. Soon they discover that the task is not easy at all. Early language learners have to be interested, constantly animated and involved in a variety of fun activities and exercises for pupils.

Nowadays, the Internet provides us with an infinite number of games, songs, rhymes, and other fun activities, but one often doesn't find

"the head and the tail", or in other words, where to start and where to finish school lesson themes.

Although all pupils develop in their own unique fashion, as a direct result of both hereditary and environmental influences, there is a certain pattern of development that applies to nearly all young learners. It is crucial for today's educators to have a thorough understanding of that development. Schools today play an important role in the socialization of learners and therefore it is critical that teachers know how to best socialize their pupils. An understanding of basic human developmental stages can be used to gear the teacher's lesson plans in order to maximize the success of pupils in both the academic and the social realms of their lives. This understanding can also be used to minimize problems in the classroom.

Human development is one of the biggest contributing factors to human behavior. As learners go through their different stages of life, they approach learning in different ways. When an educator has an intricate understanding of human development, he or she can use that understanding to make assessments about the behaviors of children in the classroom. This can be used to prevent problems in the classroom that often result from normal developmental acting out behavior. Such problems may also occur as a result of having a small number of learners within the larger classroom who are at a different developmental stage of their lives from the stage of the other pupils.

Potential problems resulting from lack of understanding development: Educators who do not understand the role of development in the behavior of the classroom often find that they are frustrated in their working lives. This is because they simply cannot relate to why their approach to teaching the learners is not working. Educators who fail to gear their lessons and teaching approach to the correct developmental stage will find that they are not reaching the learners in their classrooms. This can upset the power balance between pupil and teacher, undermining the latter's authority and creating a chaotic classroom environment.

Additionally, teachers who fail to understand the developmental stages of their students frequently have problems with one or two specific students. These are generally the students who are developing at a slower (or occasionally faster) pace than the larger group, and so they stand out to the teacher. Without an understanding of why that particular pupil's behavior may differ from the behavior of the other pupils, teachers may feel that the pupil is merely a problem pupil. This also leads to a chaotic classroom environment, which is problematic not only for the teacher but also for the individual's pupils who may fail to accomplish appropriate development as a result.

Middle school is a time during which learners are undergoing constantly fluctuating emotions, which they feel with great intensity. This is especially true in the second stage of middle school development, when learners are trying to figure out their own sense of self. Because they are trying to define themselves, pupils feel that every little thing which reflects any part of them is of the utmost importance.

The importance of an educator's understanding of their pupils' developmental stages is clear. Educators play a critical role in the socialization of their pupils. Middle school is a particularly time of great confusion and a time when pupils are undergoing dramatic changes that will shape who they are for the rest of their lives. By teaching them appropriate socialization and helping them to develop a strong sense of personal identity, teachers can lead their children in to becoming healthy well-developed adults.

The first stage is named "Silent period". When children learn their mother tongue, there is a "silent period", when they look and listen and communicate through mime or gestures before they begin to speak. When young children learn English, there may be a similar "silent period" when communication and understanding may take place before they actually learn any English words. The first stage of middle school development is a pivotal time for educators to teach children some basic thinking skills. First of all, this is a time when children are able to master reading and math skills, so educators should be focused on making sure that each child exercises their critical thinking skills in

these areas. This can be done by incorporating reading and math in to each subject taught in the classroom so that pupils in the classroom get a well-rounded approach to seeing how these skills fit in to the whole of life.

Before pupils begin to speak they go through a long way of the process in which language was imprinted upon body movements. Pupils can decode the language through the medium of body movements such as: looking, pointing, touching, walking and others. They can express themselves by the same medium until readiness to speak in the target language takes place.

At the second stage they begin to try talking. After some time, depending on the frequency of English sessions, each learner begins to say separate words ("cat", "house") or ready-made short phrases ("What's that?", "It's my book") in dialogues or as unexpected statements. This stage continues for some time until they are ready to create their own phrases. In another second stage of middle school development, as children are trying to answer the greater questions about their own identity, it becomes less important for teachers to focus on skill mastery and more important to allow, within a structured environment, for learners to try on different roles. Incorporating playacting in to the classroom at this time can be an excellent way to accomplish this. Both of these stages of middle school development are directly related to the strength of the pupil's developing ego, and therefore it is important for educators to make learners feel successful in the classroom. In the first stage, learners need reinforcement that they are doing well in the classroom so that they can develop a sense of industry. Teachers can promote this by setting small, achievable goals for their classroom as a whole and their pupils as individuals, with measurable success. Charts depicting success in the classroom or rewards for reaching certain goals are ways in which teachers can reinforce that success.

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