

Teaching English to Young Learners: Qualities, Teaching Strategy and Classroom Management

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Abstract: *In the Global World, the greater part of the Communication is done in English, as the vehicle of educating. As everybody realizes that it is Comprehensive or World Wide Language, where the current Globe is forging ahead by associating itself to others for doing their agreeable connections. In English Language Teaching (ELT), particularly, when English is associated with Class Room Teaching (CRT), it plays a major role in engrossing the student's consideration.*

Key words: *young learners, English language instructing, qualities, classroom management, foreign language techniques.*

Introduction

Teaching English to young learners is trying to the English educators since young learners have contrast perspective and character. Despite the fact that it looks so easy to instruct English to young learners, the educators ought not think little of some viewpoint before educating young learners, therefore this article discusses around three angles that ought to be considered by the instructors when they instruct English to young learners, those are; the procedure when they instruct, the qualities of young learners and the classroom management.

Punishing misbehaving students is only one aspect of effective classroom management. It also involves figuring out how to prevent issues from arising in the first place and improve the learning environment in the classroom. Creating a conducive learning atmosphere is one of the most difficult aspects of teaching and a challenging skill to acquire. If they don't establish the proper tone, new teachers will struggle to perform their duties effectively. Issues in the classroom have the power to aggravate even very experienced educators. Strategies that were effective for years suddenly become ineffective due to some of the issues that today's students bring to the classroom.

Uzbekistan has new educational program for its instruction, where the English subject is necessary from junior school meanwhile English is as local content for primary school. Even though English is just extra-subject in primary school, the energetic of primary school students are high in learning English. This phenomena can be seen from the primary school in Uzbekistan, practically all the primary schools put English in their educational program. Meanwhile looking at phenomena about English course in Uzbekistan, the English instructing also learned and the quantity of youthful students in that English course likewise increases. Moreover, educating English to youthful students is not quite the same as that to adults in a way they are frequently increasingly energetic, enthusiastic students, and learn the target language quicker than adults. The accomplished instructor plays significant roles to develop effective lessons and exercises which place the learners at the very heart of educating and learning.

Results and discussion

According to the results, effective student in learning English stems from English instructor skills in demarking classroom activities and in actualizing a fitting system in educating English. Instructing procedure can help students' interest about what they are realizing. Brown called that key ventures will

make students their own learning procedure. Meanwhile, in planning and creating communicative situation at the class, the educator should follow the communicative principle proposed by John and Morrow as follows.

- a. Recognize what you are doing.
- b. The entire is more than the sum of the parts.
- c. The procedures are as significant as the structures.
- d. To learn it, do it.

What's more, Colker (2012) recommended that instructor should have sense of humor to attract students' attention. Also, it is one type of teaching materials.

Qualities of Young Learners

An important consideration in language learning is age. First and foremost, educators need to recognize that younger students acquire new languages differently than older students. First of all, adults are more analytical and at ease with abstract learning, whereas young learners learn best through play. Second, young students are more prone to boredom. They usually get bored after 10 or so minutes.

According to Lightbown and Spada (2006), younger students require individualized attention and are also more egocentric. Contrary to popular opinion, younger students are not more adept at learning languages than older ones. They are often less adept in learning abstract topics, yet they could be better at mimicking their professors' exact pronunciation.

Young students quickly become disinterested if the activities are not stimulating and fascinating enough. Their short attention span is the reason for this. They tend to lose interest in the task at hand within ten minutes, especially if it is didactic and has any play components.

Their excitement and curiosity define them. They like to make sense of the world around them by participating in stimulating and interesting activities that require independent discovery as opposed to instruction. Additionally, they frequently pick up knowledge indirectly from everything around them, not only by paying attention to the lesson's subject.

Young students have creative minds. They get pleasure from imaginatively oriented activities. They can have trouble telling the difference between imagination and reality. They learn up skills by imitating adults. It's incredible how people learn and mimic things from such an early age. Youngsters learn how to communicate through social encounters. Therefore, it is fruitful to employ imitation to teach kids new abilities and information since it serves as a learning tool.

Young learners are still evolving, in accordance with Piaget's theory of cognitive development. In other words, they are still in the process of moving from concrete to abstract thought. They are not yet ready to acquire abstract ideas like grammatical rules, in contrast to more analytical adults. Furthermore, kids are more likely to comprehend depending on what they hear, see, and touch rather than just explanations. Educating to youthful students very contrasts from instructing adults. They have various qualities and also the method for learning. Therefore to educate youthful students viably, English educators must know their students' attributes and likewise understanding the benefit of young learners in learning English. By understanding students' qualities, the educators will be effectively speak with the students, and can deliver the materials in a class without any problem. Rubin and Thompson cited to in brown summarized 7 learners' qualities:

1. Find their own way, taking charge of their learning.
2. Arrange data about language.

3. Are imaginative, developing a "feel" for the language by experimenting with its grammar and words.
4. Make their own opportunities for training in utilizing the language inside and outside the classroom.
5. Learn to live with uncertainty by not getting bothered and by continuing to talk or listen without understanding each word.
6. Use mnemonics and other memory strategies to recall what has been learned.
7. Make errors work for them and not against them.

Classroom management

The results show that having excellent classroom management skills is the first rule of teaching any subject, but it is extremely important when teaching English to young learners and teenagers. For inexperienced teachers, this can be challenging, but if teacher is willing to try out various approaches and styles, it's something that comes easily. Among the best strategies to manage the class of young learners or teens are to establish ground rules early on, vary up the activities, and have frequent rule reviews.

On the first day of class, you should try to introduce a set of standards and norms for the classroom to each group of pupils. It will benefit you greatly for the rest of the course if you spend the first class developing these rules rather than imparting a real lesson. Guidelines ought to be communicated in a clear, encouraging way. "Raise your hand if you wish to speak," for instance, is more affirming and precise than "Do not be rude" and "Do not speak out of turn." Generally speaking, it is preferable to instruct pupils on how to behave rather than what not to do.

The following is a list of guidelines and expectations for EFL classes:

- In this class, talk just English (or, if you are a very young student, speak English as much as you can).
 - Observe the instructor and pay attention to what they have to say.
 - Hold off until you're asked to talk.
 - Unless directed otherwise, stay seated.
- Don't be late for class.
 - Bring a notebook, pencil, textbook, and any other necessary materials to class.

The teacher should remember that language learning is play, so keeping younger students engaged and active is crucial! Because younger students have shorter attention spans than older students, you must maintain a reasonable pace in the classroom. Even a little break in between activities might make very young children easily distracted. Try letting them stand up and stretch or sing and dance to a tune during transition times to help them stay focused as you swiftly get ready for the next task. Their enthusiasm and energy will be directed in this way.

There are numerous components that determine the success of educating and learning process, two of them are classroom management and the classroom circumstance. If the educator can manage a conducive classroom, the result of instructing and learning procedure will be good. The instructors should have things that Scott and Ytreberg propose as follows:

- a. Capacities a skillful and innovative educator is required. An English educator to youthful students is not only instruct drearily, but also be able to sing songs, tell stories, and organize worksheet so that the classroom environment seems fascinating.

- b. Perspectives. The instructors should regard to all students equally, in other word the educator should be fair to all, the students.
- c. The physical encompassing a class should be colorful; the instructors should put a few pictures, posters, etc.
- d. Arrangement of the desks and chairs. It is proposed that the desks and chairs are moveable, so that the instructor can arrange the chair easily. The students sometimes get bored when they are studying.

Conclusion

Last but not least, the educator should see how to educate English for young learners, the instructor ought to be inventive and understand more about the students, in this case is young learner since educating English to young learner is very extraordinary. Therefore, the educator should at least consider around three aspects, those are technique in instructing YL, attributes of YL and Classroom Management. What's more, the fact that young learners have trouble understanding abstract concepts is one of the reasons teaching them requires highly skilled teachers. Additionally, a suitable learning environment should be created so that the kids may roam around and engage in a stress-free setting while they are being taught. However, young learners have greater imaginations. Additionally, they enjoy learning new things and react well to activities that have a purpose.

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