

DIFFERENT USEFUL METHODS FOR YOUNG LERNERS

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Annotation: *Primary school age is known to be the most favorable for learning a foreign language. Imitating abilities of a child, natural curiosity and for new knowledge contribute to overcome the challenges facing foreign language learning. This paper aims to be a straightforward and practical article. It explores teaching methods, learning strategies, sense-creative technologies, emotional and psychological peculiarities of teaching English as a foreign language.*

Key words: *beginner level, native tongue, memory, thinking abilities, visual aids, poems, second foreign language*

Introduction

Children who learn a first foreign language at pre-school or primary school levels have a better chance to take a second foreign language in the secondary school; from an early age children are exposed to the cultures of the countries where the target language is spoken; they grow up tolerant and sympathetic to other people; learning a foreign language at early age, apart from practical value, stimulates children's ability to use their mother tongue better; learning languages improves children's memory, thinking, perception, imagination, etc. In terms of language skills and fluency, pre-teens and early teens are usually quite alert and confident. They can communicate well in their own language; they are familiar with the basics of such diverse subjects as literature, history and mathematics; they are also beginning to study science as a subject, and to realize that it is a field of knowledge unlike any other.

Main part

1. An ideal student, according to any national standards of education, has the ability and the desire to master all those skills, and to use the new information as a tool of self-development on their way to becoming a full-fledged valuable member of society.


2. Approaches to EFL teaching to beginners a great many explanations have been put forward for taking into account the age, level, and goals of our students. In this section, we shall look at young beginners, and the ways to cope with their problems. Young students at the beginner level are naturally curious about all new things. Their minds and memories are uncluttered; they have no fear of the unknown. If they wish to connect with their peers, they may still be able to use non-verbal means of communication. It is interesting, children manage to play together, never feeling any language barriers. Amazingly, they can also retell, translate into their mother tongue what the other children are saying, relay the information to adults, regardless of the language in which it was first

received. At a foreign language lesson with young learners, no matter which method we use, we come across the same problem: children tend to rely on the patterns of their native tongue. On the other hand, once they learn a few words, they are ready to communicate, to talk. Poems and songs are extremely useful, as well as fairy-tales, short plays, cartoons, any and all kinds of visual aids. Have them draw simple diagrams, repeating the same forms over and over again. Children can recite the same poem, listen to the same fairy-tale, sing the same song, and watch the same cartoon hundreds of time. They will enjoy drawing the same picture and laugh at the way grammar can be learned.

3. Psychological and cognitive concepts of EFL learning Teaching techniques and EFL methodological concepts are quite different: from those based on suggestology to cognitive ones. It is impossible to discuss cognitive concepts of language acquisition without reference to Howard Gardner and his noteworthy and influential study of multiple intelligences. Linguistic intelligence is revealed through specially designed grammar and vocabulary exercises based work in dialogues. We can distinguish two stages of working with the language material: first, the teacher presents new materials when the books are closed and then students work on it with their books opened. Visual intelligence is developed when students do exercises supported by pictures or use flash-cards. They reconstruct dialogues and stories with the help of stickers. it verses. Musical-rhythmical intelligence is activated when children listen to and imitate intonation and rhythm, sing songs and r Logical-mathematical intelligence is based on solving problems and puzzles, counting, analyzing elements of the whole, doing “odd one out” tasks. Bodily-kinesthetic intelligence expresses itself in physical activities and movement: role-play, games, making posters and doing projects. Children who learn a first foreign language at pre-school or primary school levels have a better chance to take a second foreign language in the secondary school; from an early age children are exposed to the cultures of the countries where the target language is spoken; they grow up tolerant and sympathetic to other people; learning a foreign language at early age, apart from practical value, stimulates children’s ability to use their mother tongue better; learning languages improves children’s memory, thinking, perception, imagination, etc. In terms of language skills and fluency, pre-teens and early teens are usually quite alert and confident. They can communicate well in their own language; they are familiar with the basics of such diverse subjects as literature, history and mathematics; they are also beginning to study science as a subject, and to realize that it is a field of knowledge unlike any other. An ideal student, according to any national standards of education, has the ability and the desire to master all those skills, and to use the new information as a tool of self-development on their way to becoming a full-fledged valuable member of society.

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Summary

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