
OUTLINE THE MAIN PRINCIPLES OF TEACHING YOUNG LEARNERS AND TEENAGERS

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Аннотация. Yosh o'quvchilar va o'smirlarni samarali o'qitish ularning o'ziga xos rivojlanish bosqichlarini tushunishni va ularning turli ehtiyojlarini qondirish uchun yondashuvlarni moslashtirishni talab qiladi. Har ikkala yosh guruhi ham tarbiyalovchi va jozibador muhitdan foydalansa-da, ta'limni boshqaradigan o'ziga xos tamoyillar sezilarli darajada farq qiladi. Keling, har bir guruh uchun asosiy tamoyillarni ko'rib chiqaylik. Ushbu tadqiqot yosh o'quvchilarni (5-12 yosh) va o'smirlarni (13-18 yosh) samarali o'qitish uchun zarur bo'lgan alohida yondashuvlarni o'rganadi. Har bir guruhning o'ziga xos rivojlanish bosqichlari va o'rganish ehtiyojlarini tan olish qiziqarli va muvaffaqiyatli ta'lim tajribasini yaratish uchun juda muhimdir.

Yosh o'quvchilar uchun asosiy e'tibor o'yinga asoslangan o'rganish, ijobiy va qo'llab-quvvatlovchi muhitni yaratish, ko'p hissiy tajribalarni o'z ichiga olish, tuzilma va tartibni saqlash va rivojlanishga mos keladigan amaliyotlarga rioya qilishga qaratilgan. Ushbu tamoyillar o'rganishga bo'lgan muhabbatni tarbiyalashda asosiy ko'nikmalarni shakllantirishga qaratilgan.

O'smirlar bilan asosiy e'tibor dolzarblik va real dunyo aloqalari, faol o'rganish va hamkorlik, tanqidiy fikrlash va muammolarni hal qilish ko'nikmalarini rivojlantirish, texnologiya integratsiyasi va ijtimoiy va hissiy ta'lim ehtiyojlarini qondirishga qaratilgan. Bunday yondashuv mustaqillikka, chuqurroq tushunishga yordam beradi va ularni kelajakdagi qiyinchiliklarga tayyorlaydi.

Аннотация. Эффективное обучение молодых учащихся и подростков требует понимания их уникальных стадий развития и адаптации подходов к удовлетворению их разнообразных потребностей. Хотя обе возрастные группы получают пользу от благоприятной и увлекательной среды, конкретные принципы обучения существенно различаются. Давайте рассмотрим ключевые принципы для каждой группы. В этом исследовании рассматриваются различные подходы, необходимые для эффективного обучения молодых учащихся (в возрасте 5–12 лет) и подростков (в возрасте 13–18 лет). Признание уникальных стадий развития и потребностей в обучении каждой группы имеет решающее значение для создания увлекательного и успешного образовательного опыта.

Для юных учащихся основное внимание уделяется обучению в игровой форме, созданию позитивной и благоприятной среды, включению мультисенсорного опыта, поддержанию структуры и распорядка дня, а также соблюдению практик, соответствующих их развитию. Эти принципы

направлены на формирование базовых навыков и воспитание любви к обучению.

У подростков акцент смещается на актуальность и связи с реальным миром, активное обучение и сотрудничество, развитие критического мышления и навыков решения проблем, интеграцию технологий и удовлетворение социальных и эмоциональных потребностей в обучении. Такой подход способствует независимости, более глубокому пониманию и готовит их к будущим вызовам.

Annotation. Effectively teaching young learners and teenagers requires understanding their unique developmental stages and tailoring approaches to meet their diverse needs. While both age groups benefit from a nurturing and engaging environment, the specific principles guiding instruction differ significantly. Let's explore the key principles for each group. This exploration delves into the distinct approaches required for effectively teaching young learners (ages 5-12) and teenagers (ages 13-18). Recognizing the unique developmental stages and learning needs of each group is crucial for creating engaging and successful educational experiences.

For young learners, the focus lies on play-based learning, fostering a positive and supportive environment, incorporating multi-sensory experiences, maintaining structure and routine, and adhering to developmentally appropriate practices. These principles aim to build foundational skills while nurturing a love for learning.

With teenagers, the emphasis shifts towards relevance and real-world connections, active learning and collaboration, development of critical thinking and problem-solving skills, integration of technology, and addressing social and emotional learning needs. This approach fosters independence, deeper understanding, and prepares them for future challenges.

Key words: effectively teaching, tailoring approaches, nurturing and engaging environment, guiding instruction, unique developmental stages, play-based learning, fostering, maintaining structure and routine, adhering, emphasis, integration of technology, addressing social and emotional learning needs, challenges.

Introduction

It is true that as language educators, we can help young learners use their knowledge and learning experiences of their home language to expand their learning in a second language. Acquiring a new language should clearly be an additive process and should never necessitate losing one's mother tongue. Berk & Winsler (1995) noted "Effective teaching of young learners promotes innate language acquisition mechanisms by providing children opportunities to use language as a tool for creating and sharing meanings and by scaffolding experiences to help children function "at the growing edge". Effective teaching, therefore, involves authentic communication between learner and teacher and among learners, and is activity-based, providing purposeful ways for students to use language. Using language goals from one age group for learners at earlier ages

may not serve any benefit, but instead may cause learners to miss important opportunities to accomplish developmental milestones for their stage of development. Young learners are meaning-seekers who learn best by doing and who prefer a safe, but still challenging learning environment. We must provide language input and modelling for young language learners in any language environment, but particularly in an EFL setting where the teacher and the materials are the primary source of language. Yet, the input must be provided in child-appropriate ways.

Children are social learners. While ensuring that students have access to vocabulary and structures they need—and rich exposure to many kinds of literature is a very effective way to model high quality, academic language—and then supporting their language as needed, we provide opportunities for learners to communicate with us and with one another. During the water explorations, for example, one child could be encouraged to conduct the experiments while others give instructions and ask questions about what they see happening.

According to Enright & McCloskey (1988), “Provide thematically organized activities and incorporate multiple dimensions of learning and learning styles appropriate to younger learners. Thematic organization offers us opportunities to cycle and recycle related language and concepts so that we can support children as they develop the complex connections that lead to learning. We need to incorporate many kinds of child-development appropriate activities into children’s exploration of themes: we might move like waves on the sea, sing songs about sailing on the ocean, draw pictures of our experiments or our favourite water creatures, weigh and measure water”.

Teaching English to Teenagers is a course designed to support teachers of secondary age students. It aims to enhance the knowledge and skills needed to deliver engaging and motivating lessons to teenagers. By taking into account the changes teenage students are experiencing, teachers are better equipped to manage the needs of this age group. Today’s teenagers, just like previous generations, are a varied and fascinating group of individuals. They are changing physically, sometimes at astonishing speed, and are often preoccupied with their appearance. They are coping with new and strange emotions and at the same time they are learning to think in a more abstract way, which allows them to discuss issues and ideas. Through this whirlwind of change, teenagers are trying to establish their identity and learn who they are. New technology also gives teenagers increased contact with their peer group – often the most influential group of people in a teenager’s life. The need to appear cool and be accepted by this group can often be the strongest motivating force in a teenager’s life. These peer group pressures, coupled with rapid mental and physical changes, may from time to time lead to conflict with family, friends, and authority.

Another pressure on today’s students is the increasing need for qualifications that demonstrate their skills in foreign languages, especially English. Given all of the influences mentioned, teenage students of English need teaching materials that

reflect their world and that broaden their skills to facilitate their goal of gaining qualifications.

In addition to helping students attain competence in the English language, classroom materials should help students explore and establish their own moral and ethical values. What is right and wrong can be a challenging area for teenagers and it is important that they have the chance to hear the opinions of others, voice their own, and judge for themselves.

Results and discussion

Young Learners (Ages 5-12): Building Foundations

1. **Play-Based Learning:** Young children are naturally curious and learn best through hands-on exploration and play. Incorporate games, songs, stories, and imaginative activities to make learning enjoyable and engaging.

2. **Positive and Supportive Environment:** Create a safe space where children feel comfortable taking risks, making mistakes, and asking questions. Positive reinforcement and encouragement are essential for building confidence and fostering a love for learning.

3. **Multi-Sensory Learning:** Engaging multiple senses (visual, auditory, kinesthetic, tactile) helps young learners process information more effectively. Utilize a variety of teaching materials and activities that cater to different learning styles.

4. **Structure and Routine:** Young children thrive on predictability and routine. Establishing clear expectations, schedules, and consistent classroom routines provides a sense of security and helps them focus on learning.

5. **Developmentally Appropriate Practices:** Activities and materials should be tailored to the child's age, interests, and developmental stage. Avoid overwhelming them with complex concepts or tasks. Focus on building foundational skills in literacy, numeracy, and social-emotional development.

Teenagers (Ages 13-18): Fostering Independence

1. **Relevance and Real-World Connections:** Teenagers are more engaged when they see the value and application of what they are learning. Connect lessons to their lives, interests, and future goals, demonstrating the practical applications of knowledge and skills.

2. **Active Learning and Collaboration:** Encourage active participation through discussions, debates, group projects, and problem-solving activities. This promotes critical thinking, communication, and collaboration skills.

3. **Critical Thinking and Problem-Solving Skills:** Challenge teenagers to think critically, analyze information, and develop solutions to complex problems. This fosters independent learning, creativity, and prepares them for future challenges.

4. **Technology Integration:** Utilize technology to enhance learning experiences and engage tech-savvy teenagers. This could include online resources, educational apps, multimedia presentations, and virtual collaboration tools.

5. Social and Emotional Learning (SEL): Address the social and emotional needs of teenagers by fostering self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Common Threads:

Despite the differences in approach, some principles apply to both age groups:

Individualized Instruction: Recognizing and catering to individual learning styles, strengths, and needs is crucial for all learners.

Assessment and Feedback: Regular assessments provide valuable information about student progress and inform instructional adjustments.

Positive Relationships: Building strong and supportive relationships with students is essential for creating a positive learning environment and fostering trust.

Conclusion

By understanding and applying these principles, educators can effectively engage young learners and teenagers, nurturing their curiosity, fostering their love for learning, and preparing them for success in a rapidly changing world.

Effectively educating young learners and teenagers requires a nuanced understanding of their developmental stages and learning preferences. By embracing the outlined principles and adapting them to individual contexts, educators can create engaging and enriching learning experiences that cater to the unique needs of each age group.

For young learners, fostering a playful and supportive environment while building foundational skills is key. With teenagers, the focus shifts towards fostering independence, critical thinking, and real-world connections, while still addressing their social and emotional needs. Ultimately, the goal is to cultivate a love for learning that will stay with students throughout their lives, equipping them with the knowledge, skills, and mindset needed to thrive in a complex and ever-changing world.

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