

PSYCHOLOGICAL PROBLEMS OF TEACHING ENGLISH TO YOUNG LEARNERS

Axmedova Matluba

PhD, The methodology of teaching English department, FerSu

Abdullayeva Dilnoza

Student of Fergana State University, Foreign language and literature faculty

G'ulomjonova Barchinoy

Student of Fergana State University, Foreign language and literature faculty

ABSTRACT

In every learning situation or environment, human psychology plays an important role. This article provides information about psychological challenges of teaching foreign language to primary school's children. Also, many possible solutions will be given to this issue.

Key words: English language, issues, teaching, learners, solution, lesson.

АННОТАЦИЯ

В каждой учебной ситуации или среде человеческая психология играет важную роль. В данной статье представлена информация о психологических проблемах преподавания иностранного языка детям начальных классов. Также будет дано множество возможных решений этой проблемы.

Ключевые слова: английский язык, проблемы, преподавание, учащиеся, решения, урок.

Introduction

Nowadays, our country pays great attention to learning foreign language, especially English. Owing to the fact that, it is used second language in many parts of the world. As a result, youngsters become interested in the English language. By learning this language, they contribute to the development of the country. Teaching foreign languages at school will give the younger generation the opportunity to learn that language perfectly. However, schoolchildren and younger learners, it seems that the learning process is several times more difficult. The following are some of the problems and solutions.

I have observed this many times both in groups and in working with individual students. English learners always complain about problems such as: being anxious, being nervous, being worried of making mistakes, feeling shy, and feeling frustrated while performing in English speaking. For example, when students do not know the correct answers to some questions, they are silent and expect the teacher to give the correct answer. Maybe it's related to the child's psychology of learning. But in these

cases, it seems to me that the educator is more likely to encourage a kindergarten child to think independently, even if it is using a book or notebook. One of our next problems is the use of the native language. It is not possible to teach a foreign language in a foreign language. It may be possible to teach high school classes, especially with alumni, but I think it is impossible for young students to learn English without using Uzbek. However, excessive use of the first language (mother tongue) can also have a major impact on students' learning a foreign language. In groups, English teacher must balance between teaching English and Uzbek when teaching English. Nowadays, one of the big problems that affect EFL students English speaking practices is without any doubt psychological barrier. Why does the researcher focus on psychology? Because he believes that psychology is the number one key to success for most EFL students in their English speaking performance. Most of the EFL students who learned English for many years, most of them have difficulties to use the language to speak, whereas when we analyze, we come to know that most of them have good level in vocabulary or in grammar. Therefore, it is not only the lack of grammar or vocabulary, but it is also a question of psychology, your believe, your confidence, your strong feelings in yourself. Most of those EFL students have weak motivation; they never develop confidence in themselves. They are always afraid of making mistakes, some are shy, some hesitate just because they feel insecure while using the target language to communicate. To overcome those fears, those anxieties, they need to stop thinking lot about mistakes; they need to stop underestimating themselves.

According to McNiff (1988:76), there are various traditional methods in data collection procedure like personal field notes, audio tape recording, diaries, interviews and discussion, videotaped recording, questionnaires, documentary evidence, slide/tape photography.

Conclusion and suggestion

Finally, we suggested that in order to be confident, those students should stop thinking about the language as difficult to learn, they should stop thinking much about what others think about their performance in English speaking, they should practice the language as much as they can, without thinking about mistakes. No one is perfect, perfection is impossible and they should think that mistake is not bad or negative thing. In fact, as we have already mentioned above, people learn from their mistakes. That is why we ended this section with a point cited by Sousa (2001: 59). He said: —People learn from their mistakes, so they should think of them as useful and positive.¶

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