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PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS OF YOUNG LEARNERS

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Annotation. This article examines the psychological and pedagogical characteristics of young learners in the context of ESL vocabulary acquisition. The article also emphasizes the role of intuitive language acquisition, short attention span, and strong associative memory in shaping effective teaching strategies. Special attention is given to emotional factors, motivation, and the importance of a supportive classroom environment. It underlines the significance of social interaction, routine, and differentiation in instruction. The integration of multisensory techniques, interactive activities, and technology is presented as essential for engaging young learners. The article concludes that understanding these characteristics enables teachers to design learner-centered approaches that enhance vocabulary acquisition and overall language development.

Keywords: young learners, ESL, vocabulary acquisition, cognitive development, motivation, attention span, associative memory, multisensory learning.

YOSH O'RGANUVCHILARNING PSIXOLOGIK VA PEDAGOGIK XUSUSIYATLARI

Annotatsiya. Ushbu maqolada ingliz tilini ikkinchi til sifatida o'rganish jarayonida yosh o'rganuvchilarning psixologik va pedagogik xususiyatlari, ayniqsa lug'at boyligini o'zlashtirish nuqtai nazaridan tahlil qilinadi. Shuningdek, maqolada tilni intuitiv ravishda o'zlashtirish, diqqatning qisqa muddatli bo'lishi hamda kuchli assotsiativ xotiraning samarali o'qitish strategiyalarini shakllantirishdagi o'rni ta'kidlanadi. Emotsional omillar, motivatsiya va qo'llab-quvvatlovchi sinf muhitining ahamiyatiga alohida e'tibor qaratiladi. Shuningdek, ijtimoiy muloqot, muntazamlik va ta'limni individuallashtirishning muhimligi yoritiladi. Ko'p sezgi organlariga asoslangan usullar, interaktiv faoliyatlar va texnologiyalarni qo'llash yosh o'rganuvchilarni jalb etishning muhim vositasi sifatida ko'rsatiladi. Maqola xulosa qiladi: ushbu xususiyatlarni tushunish o'qituvchilarga lug'at boyligini o'zlashtirish va umumiy til rivojlanishini kuchaytiruvchi o'quvchiga yo'naltirilgan yondashuvlarni ishlab chiqishga yordam beradi.

Kalit so'zlar: yosh o'rganuvchilar, ESL, lug'at o'zlashtirish, kognitiv rivojlanish, motivatsiya, diqqat davomiyligi, assotsiativ xotira, multisensor o'qitish.

ПСИХОЛОГИЧЕСКИЕ И ПЕДАГОГИЧЕСКИЕ ОСОБЕННОСТИ ЮНЫХ ОБУЧАЮЩИХСЯ

Аннотация. В данной статье рассматриваются психологические и педагогические особенности юных обучающихся в контексте усвоения словарного запаса английского языка как второго языка (ESL). В статье также подчеркивается роль интуитивного усвоения языка, короткой продолжительности внимания и сильной ассоциативной памяти в формировании эффективных стратегий обучения. Особое внимание уделяется эмоциональным факторам, мотивации и важности благоприятной атмосферы в классе. Подчеркивается значение социального взаимодействия, систематичности и дифференцированного подхода в обучении. Использование мультисенсорных методов, интерактивных заданий и технологий представлено как важное средство вовлечения юных обучающихся. В заключение отмечается, что понимание данных особенностей позволяет преподавателям разрабатывать ориентированные на ученика подходы, способствующие усвоению словарного запаса и общему языковому развитию.

Ключевые слова: юные обучающиеся, ESL, усвоение словарного запаса, когнитивное развитие, мотивация, продолжительность внимания, ассоциативная память, мультисенсорное обучение.

Introduction.

Young learners represent a unique group in language education, characterized by specific psychological and pedagogical features that significantly influence the process of vocabulary acquisition. Understanding these characteristics is essential for designing effective teaching strategies, as children learn differently from adults in terms of cognition, motivation, and social interaction. In the context of ESL learning, these factors determine how vocabulary should be introduced, practiced, and reinforced in the classroom. One of the most important psychological characteristics of young learners is their stage of cognitive development. According to Jean Piaget, children in early and middle childhood are typically in the preoperational and concrete operational stages. At these stages, learners think concretely rather than abstractly, meaning they understand language more effectively when it is connected to real objects, actions, and visual representations. This implies that vocabulary teaching should be supported by tangible examples, images, gestures, and real-life contexts rather than abstract explanations[1].

Young learners also possess a natural ability to acquire language intuitively. Unlike adults, they are less dependent on explicit grammar rules and more open to implicit learning through exposure and repetition. This characteristic aligns with theories of language acquisition that emphasize natural communication and meaningful input. Children often learn vocabulary through listening, imitation, and participation in activities rather than through direct instruction. Therefore, teaching methods should prioritize exposure to language in context and opportunities for active use. Another significant psychological feature of young learners is their relatively short attention span. Children may lose interest quickly if activities are repetitive, monotonous, or too complex. As a result, lessons must be dynamic, varied, and

engaging. Teachers need to frequently change activities, incorporate movement, and use interactive tasks to maintain attention and motivation. Activities such as games, songs, storytelling, and role-playing are particularly effective in sustaining engagement while promoting vocabulary learning.

Memory processes also play a crucial role in vocabulary acquisition. Young learners tend to have strong associative memory, which means they remember information better when it is connected to images, sounds, actions, or emotions. This highlights the importance of multisensory teaching approaches that combine visual, auditory, and kinesthetic elements. For example, using flashcards, gestures, and physical activities helps reinforce word meanings and improves retention. Repetition and recycling are also essential, as repeated exposure strengthens memory and supports long-term learning. Emotional factors are equally important in the learning process. Young learners are highly sensitive to the classroom environment and the teacher's attitude. A supportive, encouraging, and low-anxiety environment promotes confidence and willingness to participate. If learners feel comfortable and motivated, they are more likely to take risks in using new vocabulary and engage actively in communication. On the other hand, negative emotions such as fear or boredom can hinder learning and reduce participation[2].

Literature review and Methodology.

From a pedagogical perspective, the role of the teacher is crucial in guiding young learners. Teachers act not only as instructors but also as facilitators, motivators, and role models. They provide input, create opportunities for interaction, and support learners through scaffolding. According to Lev Vygotsky's theory, learning occurs within the Zone of Proximal Development, where learners can perform tasks with guidance that they cannot accomplish independently. This suggests that teachers should provide appropriate support, gradually reducing assistance as learners become more confident and competent. Social interaction is another key factor in language development among young learners. Children learn effectively through communication and collaboration with peers. Pair work and group activities allow learners to practice vocabulary in meaningful contexts, exchange ideas, and learn from each other. Social interaction not only enhances language skills but also develops communication and cooperation abilities, which are essential for overall development[3].

Motivation among young learners is often intrinsic and influenced by enjoyment and curiosity. Unlike adult learners, children are less motivated by long-term goals and more by immediate interest and engagement. Therefore, teaching strategies should focus on making learning enjoyable and meaningful. Games, creative tasks, and interactive activities stimulate curiosity and encourage active participation. Rewards, praise, and positive reinforcement also play an important role in maintaining motivation. Another important characteristic is the importance of routine and structure. Young learners benefit from predictable classroom routines, as they provide a sense of security and help learners understand what is expected. At the same time, variety within this structure is necessary to prevent boredom. Effective teaching balances routine with creativity, ensuring that lessons are both organized and engaging[4].

Language learning among young learners is also influenced by their developing literacy skills. Many young ESL learners are still acquiring reading and writing abilities in their first language, which affects how they learn vocabulary in a second language. Therefore, vocabulary teaching should initially focus on oral skills, gradually integrating reading and writing activities. Phonics, storytelling, and simple writing tasks can support this process. The role of imitation and modeling is particularly strong in young learners. Children often learn by copying the teacher's pronunciation, intonation, and language use. This highlights the importance of providing clear and accurate language input. Teachers should use simple, natural language and demonstrate correct usage through repetition and modeling.

Furthermore, young learners are highly responsive to visual and contextual cues. They rely on non-verbal communication, such as facial expressions, gestures, and body language, to understand meaning. This suggests that teachers should use a variety of visual aids and physical actions to support comprehension. Techniques such as Total Physical Response, where learners respond to commands through movement, are especially effective in this regard[5].

Research results and discussion.

In modern education, the integration of technology also plays a significant role in addressing the psychological needs of young learners. Digital tools, interactive games, and multimedia resources provide engaging and stimulating learning experiences. Technology supports individualized learning, allowing students to progress at their own pace and receive immediate feedback. However, it should be used thoughtfully and balanced with traditional interactive activities.

One of the main psychological characteristics of young learners is their natural curiosity. Children are eager to explore the world around them and often learn through asking questions, observing, and experimenting. This curiosity can be used positively in the classroom through games, storytelling, and discovery-based activities.

Another important feature is their short attention span. Young learners usually cannot concentrate on one task for a long time. Therefore, lessons should include a variety of short and interesting activities to maintain attention and motivation. Changing tasks regularly helps children stay engaged.

Young learners also have strong imagination and creativity. They enjoy pretend play, drawing, singing, and role-playing. These creative abilities make it easier for them to learn language and concepts through songs, stories, and visual materials.

Emotion plays a significant role in children's learning. Young learners are sensitive to praise, criticism, and classroom atmosphere. If they feel safe, encouraged, and respected, they are more willing to participate. A positive emotional environment increases confidence and reduces fear of making mistakes[6].

Children often rely on memory through repetition and association. They remember words and ideas better when learning includes pictures, actions, sounds, and movement. This is why songs, flashcards, gestures, and repetition are effective teaching tools.

From a pedagogical perspective, young learners need active and learner-centered instruction. They learn best by doing rather than by listening to long explanations. Hands-on

tasks, pair work, games, and movement-based activities are more effective than traditional lecture methods[7].

Routine and structure are also essential. Children feel more comfortable when lessons follow a predictable pattern. For example, starting class with greetings, reviewing previous material, introducing new content, practicing, and ending with a fun activity can help learners feel secure and ready to learn. Teachers should use simple and clear instructions because young learners may not fully understand complex explanations[8]. Demonstration is often more useful than verbal explanation. Showing how to do an activity helps children understand quickly.

Visual and multisensory materials are highly valuable. Pictures, real objects, videos, songs, and digital tools make learning more meaningful and memorable. Technology can also increase motivation when used appropriately. Differentiation is another important pedagogical principle. Children develop at different speeds and have different interests, abilities, and learning styles. Teachers should adapt tasks to meet individual needs and provide support when necessary[9].

Social interaction strongly supports learning. Young learners enjoy working with classmates and learning through communication. Group tasks and pair activities help them develop language skills, cooperation, and confidence.

The teacher of young learners is not only an instructor but also a guide, motivator, and caregiver. The teacher should be patient, energetic, and creative. Building warm relationships with learners encourages trust and participation. Classroom management is also important, as children need clear rules, encouragement, and positive discipline.

Another pedagogical consideration is the need for differentiation. Young learners have diverse abilities, learning styles, and interests. Effective teaching strategies should accommodate these differences by providing varied tasks and flexible approaches. For example, some learners may benefit more from visual activities, while others may prefer auditory or kinesthetic learning. Differentiated instruction ensures that all students have opportunities to succeed.

In addition, formative assessment is essential in teaching young learners. Continuous observation, feedback, and informal assessment help teachers monitor progress and adjust instruction accordingly. Assessment should be supportive rather than stressful, focusing on encouraging improvement rather than measuring failure[10].

Conclusion.

In conclusion, the psychological and pedagogical characteristics of young learners play a crucial role in shaping effective vocabulary teaching strategies. Their cognitive development, emotional needs, motivation, and social interaction patterns require a learner-centered and interactive approach. By understanding these characteristics, teachers can create a supportive and engaging learning environment that promotes successful vocabulary acquisition and overall language development.

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BO‘LAJAK BOSHLANG‘ICH SINIF O‘QITUVCHILARINING KASBIY MAHORATINI SMART TEXNOLOGIYALAR ASOSIDA SHAKLLANTIRISH METODIKASINING HOZIRGI KUNDAGI ZARURIY AHAMIYATI

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Annotatsiya: Mazkur maqolada bugungi kunda bo‘lajak boshlang‘ich sinif o‘qituvchilarining kasbiy mahoratini smart-texnologiyalar asosida shakllantirish metodikasining dolzarb ahamiyatini yoritishga bag‘ishlangan. Zamonaviy ta‘lim jarayonida raqamli texnologiyalar, interaktiv platformalar va innovatsion pedagogik yondashuvlardan samarali foydalanish o‘qituvchining kasbiy kompetentligini belgilovchi muhim omilga aylanib bormoqda. Xususan, YUNESKO va YUNISEF tomonidan ilgari surilayotgan raqamli ta‘lim strategiyalarida ham pedagog kadrlarni tayyorlashda smart-texnologiyalarni integratsiya qilish zarurligi ta‘kidlanadi. Annotatsiyada o‘qituvchilarning metodik, axborot-kommunikativ va kreativ kompetensiyalarini smart-texnologiyalar asosida rivojlantirishning nazariy hamda amaliy jihatlari tahlil qilinadi. Shuningdek, ta‘lim jarayoniga innovatsion