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THE MAIN AIMS AND OBJECTIVES OF TEACHING ENGLISH TO YOUNG LEARNERS

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Abstract: This article is about the latest research it was found out that children acquire language much more easily at their infant age. By perception and listening they learn the language naturally. Already the small babies and toddlers who are exposed to everyday contact with second language acquire the language automatically. When the children moreover have the chance to read books or magazines for infants, they become familiar with the written form of the language and have no problem to deal with texts and letters later at school.

Keywords: early age, active method, acquire language, spiritual nature, intellectual development, physical development, emotional development, social development, critical age, an innate capacity.

I. INTRODUCTION. Modern psychology has rightly emphasized the great importance of emotional and irrational factors in all aspects of human life. But these have as yet received no adequate recognition and utilization in education and little attention is paid to them in the teaching of languages. This does not imply that a special personal bond or affective relationship is needed between teacher and pupil, although, when it exists, as in the case between mother and child in learning the mother tongue, it is very helpful. What should be established is a happy, friendly relationship, vivacious and informal, quite different from the stiff, reserved, or professorial attitude which is the rule. Much can be done towards establishing this atmosphere by enlivening the teaching with the frequent interspersion of humorous and witty phrases, puns, verbal tricks and absurdities. The funny makes a very special appeal to the subconscious, creates a very clear-cut impression on it, and is correspondingly remembered with great ease. Surely the time has come to abandon the stupid idea that study must always be accompanied by solemn and laborious drudgery. Let us turn it into a lively, attractive, happy activity. Let us, for example, turn our attention to the possibility of introducing another influential factor: the general and vivid interest aroused by play and sport. It should be easy for the teacher, who is not a mere automaton harping on grammar, to propose puzzles, little genes, end competitions in order to stimulate his pupils to eager learning, especially of the less attractive parts of a language or other subjects. It would be well if textbooks incorporating these methods were made available for the use of the teaching profession. In this way study and sport, instead of remaining two separate and often antagonistic activities, would be drawn into partnership; the more so because games and sports could easily be utilized for the teaching of many scientific facts, laws, and methods, from a practical standpoint. At this juncture I should like to anticipate a possible doubt that may have arisen in some minds. Are grammars then really obsolete? Should we just consign them to the dustbin or make a fine bonfire of them? My views are not as revolutionary as that! I have a great respect for grammars and sincerely believe that they have their proper place and perform a distinctive function within the body of human knowledge. Only, in my opinion, that place and function are exactly the opposite of those ordinarily assigned to them. Grammars should not be used, as is the custom, at the start of the study of a language; their usefulness begins after one has acquired a sufficient practical command of the language. When this has been attained by the method of direct absorption, there arises spontaneously the desire to know the reason for the many peculiarities and for the origin and

development of the language one is learning to appreciate. This is right and good, expressing, as it does, the desire for a scientific understanding. The teacher should be a bridge to experience and life, and their interpreter; not, as is generally the case, a screen preventing vital intercourse with reality. In the present school system (excepting a minority of schools which have adopted modern "active' methods) the teacher, with the best of intentions, tends to deprive young people of their right to undergo the natural processes we have described, by feeding them with pre-digested and artificially condensed tabloids of knowledge. The harmonious, sympathetic relationship between teacher and pupil, which as we have seen, is a great help in mastering a language, should be extended to the people and to the whole nation whose language we are learning. This has not only the advantage of facilitating our learning, but has a wider and higher value of a spiritual nature. A language is the direct and distinctive expression of the soul of a people. It reveals the special inner quality of the latter, and by means of it is manifested the unique contribution which that nation has made and is making to the corporate life of humanity. It is the interpreter of the notes and chords, the melodies and harmonies which represent its participation in the great human symphony.

Therefore, if we adopt an attitude of sympathetic understanding and keen appreciation towards that people, putting our soul in contact with its soul, the study of its language will acquire for us a new and deeper meaning. It will create an inner and vital relationship which will enable us to absorb that language with surprising ease. We shall be able to rely upon the cooperation not only of our subconscious but of our super conscious, with its higher intuitive and telepathic powers, with its strong tendency to bring about a blending and identification. Moreover, such an approach confers an even more important benefit, of a spiritual – a great broadening of our mind and feelings. Many mental limitations, prejudices, and unjustified emotional reactions are thereby overcome, and we acquire a new angle of vision, new ways of approaching reality; become more plastic and refined. Thus we gradually arrive at a vital and not merely an intellectual realization of the fact that there are many points of view, all partially justified; and that, only by accepting and appreciating the contribution of each country and race, may we hope to arrive at a more complete and truer picture of reality. This inner broadening, this growth of our power to sympathize and to understand, this overcoming of self- centeredness, have not only a liberating effect on us individually, but constitute one of the most effective and practical means of eliminating national and racial misunderstandings, antipathies, and the consequent antagonisms. Recent history has demonstrated with dramatic evidence the failure of efforts to establish international cooperation, disarmament, and peace primarily by outward means, such as pacts, legal measures, coercion, and fear. In this, as in all similar instances, the only effective solution must be worked out by the natural, and at the same time, spiritual method which operates from within outwards, from soul to body, from spirit to form. When the real spirit of peace and general international goodwill has permeated the minds and hearts of the more influential section of humanity, the elaborate, formal leagues and pacts will become unnecessary, and in that spiritual atmosphere the needed regulations and agreements will be easily established and effectually carried out.

In order to add our individual contribution to this great task, on which may depend the future of our civilization, it becomes almost a necessity for us to avail ourselves of the assistance offered by the knowledge of the principal foreign languages. As we have seen, it can be acquired far more easily and painlessly if we abandon the current unsatisfactory and artificial methods, and cultivate the wisdom to become again as little children. Let us open our minds and hearts to the many voices in which humanity expresses its sorrows and joys, and offers us the fruits of knowledge and beauty it has gathered through the endeavors of its sons. Let us daily participate in the effort to create a new civilization, a new expression of man's inherent divine qualities.

II. METHODOLOGY. As Phillips supposed the years at pre-school as “extremely important for children’s intellectual, physical, emotional and social development. They go through a series of stages, progressively acquiring skills that are thought necessary by the society they live in. Many of these skills are interdependent, and if one has not been sufficiently developed, the acquisition of another may be impeded. On the physical side, children need to develop balance, spatial awareness and fine control of certain muscles in order to play sports and perform everyday actions such as dressing themselves,

cleaning their teeth, colouring, drawing and writing. Socially, children need to develop a series of characteristics to enable them to fit into the society they live in, to become aware of themselves in relation to others, to share and co-operate and to be assertive without being aggressive. They need to be able to accept criticism and become self-critical, to be aware of how they learn and to experiment with different learning styles, to organise their work and to be open and interested in all that surrounds them" (Phillips 1993: 5,6).

According to Brumfit, Moon and Tongue there are characteristics which most primary level learners share:

- In the first years of schooling it is possible to reach and mould developmental changes of children and so create their expectations of life.
- Young children want to learn and work with enthusiasm. They do not tend to have similar inhibitions as their older schoolmates.
- As a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural groupings by the school.
- Because they are at the beginning of formal schooling it is essential that their learning is closely linked with the development of ideas and concepts.
- To make learning enjoyable and motivating it is needed to use physical movements and activities that stimulate learner's thinking.

Human beings begin learning language long before verbal memory develops. The ways in which humans acquire language strongly impact future development. Children are hard-wired to pick up language from the people around them, whether anyone actively teaches them or not, but parents can choose to provide a stronger or weaker foundation for later success. Teaching infants to speak can involve providing varied experiential opportunities for learning. In English-speaking cultures, teaching infants to speak Standard English as their native language further strengthens their ability to excel[1]. According to the latest research it was found out that children acquire language much more easily at their infant age. By perception and listening they learn the language naturally. Already the small babies and toddlers who are exposed to everyday contact with second language acquire the language automatically. When the children moreover have the chance to read books or magazines for infants, they become familiar with the written form of the language and have no problem to deal with texts and letters later at school. This fact concerns many families, where the mother speaks Czech and the father is a foreigner. If the child listens to both native and second language every day at home, it is natural for him/her to acquire both languages, that is to say understand and speak fluently also the second language.

If the parents wait with language education of their children until they are older, the learning process and speaking becomes much more difficult for them.

Until the age of seven or thereabouts, children have an innate capacity for learning languages. As long as they are exposed to a language, they will figure out the way it works and speak it relatively fluently. Seven is thought to be "critical age".

It is said that at this age the children should start to learn a foreign language because after this critical moment they are said to lose the ability to acquire it naturally. That is why I would recommend parents to expose their children to the second language as soon as possible in their childhood or even babyhood if possible, because the younger the small child is the easier for him/her it is to understand and pick up the language and have no problems with words, meaning, speaking fluently and without an accent.[2] Besides, to help children acquire English, let them hear and experience the language since they are very small. In general, it is known that young children are better in learning languages than older people. In spite of this fact we still can doubt whether children can learn more efficiently than adults. Anyway, it depends mostly on teachers how they can help learners to progress rapidly at any level of schooling.

III. CONCULISION. However, Brumfit, Moon and Tongue suppose a number of reasons, why teaching English is necessary not only within schooling and also pre-schooling system:

- The need to expose children from an early age to an understanding of foreign cultures so that they grow up tolerant and sympathetic to others;
- The need to link communication to the understanding of new concepts;
- The need for maximum learning time for important languages – the earlier you start the more time you get;
- The advantage of starting with early second language instruction so that later the language can be used as a medium of teaching (1991: vi).

As I suggested before, there is the question, whether children are better learners of languages than adults. There may be many reasons why is it so. Let me offer some of them:

- Children have more opportunities and more time for learning than adults;
- They do not have any worries about failure or they do not have the feeling of responsibility;
- People around young learners as are their teachers, parents or their friends, can help them with their learning;

They want to learn the language that people around them speak. The success is certain, when the children can hear the second language every day. The social pressure urges them to use the language for achievement of their aims;

Children spend more time by learning than the adults and they 'want' to learn. They are better at learning languages if they get exposed to them naturally and long-term;

The brain is capable to absorb much more information before and during puberty than after and children acquire the language in a natural way;

Learning a language is joined with the real communication and the environment influences it;

Children have no negative experiences with foreign language and culture than adult learners do and that is why they are better motivated in learning it.

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