

**TOTAL PHYSICAL RESPONSE DURING ENGLISH CLASSES AT
PRIMARY SCHOOL**

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In modern conditions, the English language is considered as a means of communication and involvement in the culture of another nation. Special attention is paid to teaching English to schoolchildren in primary school, because in childhood the tendency to learn languages is much greater.

The initial stage of learning English in a modern general educational institution is extremely important, because during this period the psycholinguistic foundations of foreign language communicative competence are laid, which are necessary and sufficient for its further development and improvement.

Statement of the problem and its meaning. The process of learning English in primary school is aimed at forming and establishing the foundations of communicative competence based on competence, communicative-activity, personality-oriented approaches. It is at the initial stage of learning English that basic language skills and language skills are formed, i.e. reading, speaking, listening and writing.

The specificity of teaching English in primary school lies primarily in the age-related abilities of students. In elementary school, it is important to interest students in learning a foreign language, to cause a positive attitude towards the subject, to motivate the need to master a foreign language as a means of intercultural communication. Therefore, it should be taken into account that students cannot focus on one task for a long time, their attention is involuntary, so they are often distracted, they quickly get bored. Younger students are extremely active and often undisciplined. Children are interested in playing, because this type of activity is natural for them. At this stage of learning, reproductive activities predominate. Students understand situations more easily than language phenomena, have a good imagination, but sometimes certain difficulties may arise in distinguishing between the imaginary and the real world. It is worth considering that children are sensitive to criticism and evaluation. They should always be encouraged and supported.

All these features of junior high school students must be acquired in order to apply the methods of teaching English in an expedient, didactically justified way.

The purpose of the article is to analyze the features of using TPR (Total Physical Response) during English at elementary school.

Presenting main material. The overall aim of education is to develop in students various life skills and give them knowledge that will make them responsible and independent. The effectiveness of the implementation of modern methods of teaching the English language depends on the observance of certain principles, such as: the principle of

communicative direction, conscious learning, continuity, accessibility, motivational support, activity, dynamism, feedback and effectiveness.

The content of foreign language learning in primary school is selected according to the psycho-physiological characteristics of primary school students. In elementary school, it is important to interest students in learning a foreign language, to cause a positive attitude towards the subject, to motivate the need to master a foreign language as a means of intercultural communication.

It is important to pay attention to the fact that children's attention is involuntary and they cannot do one thing for a long time for 3-5 minutes, therefore, the types of work should be logically consistent, short-term, and meet a clearly set goal.

The main approach to a foreign language learning at the first class is the communicative method of learning. It provides effective, person-oriented learning of foreign language communication. Satisfying the child's need to play, transform, move, the teacher provides conditions for learning a foreign language.

One of the most modern methods is the full physical reaction method. The method of total physical response (TPR - shortened from the full name of the method in English "Total Physical Response") is a method of learning a foreign language through the use of physical movements as a reaction to verbal stimuli, commands, instructions [3].

The method of physical interaction was developed in the 60s and 70s by psychology professor James Asher. TPR (Total Physical Response) targets language perception through the senses and is suitable for kinesthetic, aural and visual. The essence of the method consists in memorizing new words, phrases and lexical structures with the help of gestures, execution of commands, pantomime and games. For example, at the word ball, children picture the object itself and play with it. In this way, you can learn a huge number of words, memorizing them associatively.

According to this method, learning a foreign language takes place thanks to the physical activity of students, namely the coordination of speech and action. J. Usher highlights a number of important principles:

1. The formation of receptive skills must precede the formation of re-productive and productive skills in the process of learning a foreign language; understanding a foreign language must precede speaking.
2. Skills acquired through listening contribute to the formation of skills in other types of speech activity.
3. Skills acquired through listening contribute to the formation of skills in other types of speech activity.
4. Skills acquired through listening contribute to the formation of skills in other types of speech activity.
5. There is no need to force students to speak, as readiness to speak develops spontaneously thanks to commands and physical actions [1].

Thus, instead of a regular lesson, you encourage students to actively interact, communicate, play fun and useful games and activities. It can be used in large and small classes, it is conducted in a light form and does not lead to such stress as a regular lesson, it really helps students to remember words.

TPR can be used to teach and practice the following language units: verbs, adverb and adjectives, tenses, songs etc.

J. Asher offers the following classification of students' actions-reactions to the teacher's verbal and physical instructions: TPR-B ("TPR with body") - exercises that involve the execution of commands using general body movements. For example, a teacher gives a series of imperative instructions or commands (stand up, sit down, open your books, take your pen), TPR-O ("TPR with objects") - exercises aimed not only at learning individual words, but also at performing certain actions with these objects, TPR-P ("TPR with pictures") - exercises involving the use of thematic pictures, which are an extremely effective means of learning a foreign language, especially in elementary schools, TPR-S (TPR-Storytelling) – exercises that involve acting out simple stories and fairy tales, which will contribute to the rapid and high-quality assimilation of certain vocabulary items by students [1].

Short TPR tasks integrated with others can be both highly motivating and linguistically targeted. If you finally choose useful and communicative language units for the elementary level, this method is sure to work in your classroom. For the most part, students respond well to kinesthetic exercises and games that are based on TPR principles.

To sum up, this method is effective at all stages of language learning, has its advantages compared to other methods of learning a foreign language for elementary school students, after which it activates the speech, brings pleasure to learning, supports the pace, helps children to develop their memory and imagination. The approach to learning based on the TPR method reduces the stress of learning, because it makes this process interesting and exciting; thanks to the assimilation of knowledge for a long time, but the teacher has knowledge of the individual and psychological characteristics of the students who are studying, can successfully select educational material, build tasks and make the process of learning a foreign language pleasant for students.

This method should be used during English lessons, it will significantly help to make the learning process more interesting and brighter, interest students, help them to learn difficult material and remember it. It is necessary to diversify games and combine interactive learning methods with traditional ones.

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