

USING TOTAL PHYSICAL RESPONSE IN ESL CLASSES

Jumaev B.Kh. Email: Jumaev661@scientifictext.ru

*Jumaev Begali Khudoymurodovich – Teacher,
DEPARTMENT OF LANGUAGES INTER-FACULTIES, FACULTY OF FOREIGN LANGUAGES,
TERMEZ STATE UNIVERSITY, TERMEZ, REPUBLIC OF UZBEKISTAN*

Abstract: *this article is devoted to note some essential features of the method called TPR. Also author makes point that it is the best method to use in the classroom while teaching foreign language. Coming from the functionality of this method author claims that it simply teaches the learner to communicate in the target language which he is learning. There we can see bright illustration of the impact of this method to language learning process. That is to say when child is born after some months he starts speaking. However he was not taught to speak. This article will talk about the reason why.*

Keywords: *TPR, assimilation, teaching, grammar, communicate, listen.*

ИСПОЛЬЗОВАНИЕ МЕТОДА ФИЗИЧЕСКОГО РЕАГИРОВАНИЯ В ESL КЛАССАХ Джумаев Б.Х.

*Джумаев Бегали Худоймуродович – преподаватель,
кафедра языков между факультетами, факультет иностранных языков,
Термезский государственный университет, г. Термез, Республика Узбекистан*

Аннотация: *это статья посвящена рассмотрению некоторых существенных особенностей метода под названием TPR. Также автор подчеркивает, что это лучший метод для использования в классе при обучении иностранному языку. Исходя из функциональности этого метода, автор утверждает, что он просто учит ученика общаться на целевом языке, который он изучает. В данной статье мы видим яркую иллюстрацию влияния этого метода на процесс изучения языка. То есть, когда ребенок рождается, через несколько месяцев он начинает говорить. Однако его не учили говорить. Это статья расскажет о причине возникновения.*

Ключевые слова: *TPR, ассимиляция, преподавание, грамматика, общение, слушание.*

УДК 378.2

TPR (Total Physical Response) or the method of full physical response was developed by the American psychologist J. Asher. It became popular in the 1970s. The scientist decided to help learners of a second language, like a foreign language, to do so as effectively and painlessly as possible. The method also promises double efficiency in terms of learning speed, according to several studies. Use In the classroom, teachers and students take on roles similar to the parent and child respectively. Students must respond physically to the words of the teacher. Activities can be practiced in a simple game, such as Simon speaks or may include more complex grammar and more detailed scenarios. TPR is well suited for teaching language in a classroom vocabulary with action. It can be used for teaching imperatives as well as for different times and aspects. According to supporters of this method, TPR has several advantages: Students are always on the move. Simple TPR actions do not require much training on the part of the teacher. TPR is good for kinesthetic students who need to be active in the classroom. TPR is effective for both children and adults and allows you to feel a foreign language as a mother tongue. At the core lies the theory of the two hemispheres of the brain, where the left side is responsible for logic and consciousness, and the right side for intuition and the subconscious mind. Studying the language according to traditional methods, we lay the knowledge gained in the left hemisphere (rote memorization, repetition). If we use the TPR method, new knowledge remains in the right hemisphere and, as a result, remains with us forever [1].

The study of this method is compared with the development of our native language in childhood and is called the principle of the natural sequence of language acquisition. Initially, the child “listens to” the language, he is not forced to speak, then he begins to understand what they want from him, what words are associated with what objects, he receives light commands from parents. And only when he is internally ready, he begins to speak himself. That is, in order to speak you need to listen very much initially. Next, the child is taught to read and then write letters, words. And only in school begins the grammar of the language. All stages of the development of the native language are maintained in the TPR method. Only with the amendment, that they do not study grammar.

What is missing from TPR compared to traditional methods?

Alphabet; Transcription; Transfer; Rules.

Why in this method does not need a translation? - Since each word is included in the network, which connects it with other words, it is easier to learn the word in context and immediately know its specific use. The translation of the word does not perform this function.

Why don't they learn the rules in this method? - Learning the rules leads to the development of the language through the left hemisphere, which is contrary to this method. Over time, the student begins to "feel the language" and say something incorrectly for him to be unnatural (by analogy with his native language, we do not always know the rule, but we speak correctly).

According to the professor, this method is effective, since adults, mastering a second language, will progress like children, mastering a native, since they have the ability to

- 1) listen to the language,
- 2) are in a safe environment,
- 3) where no one forces them to speak.

What is the training scheme and lesson plan based on this method?

Classes can be held both in groups and individually. But it is better that it was a group. In the first classes, the teacher enters a certain number of commands, starting with verbs, and then connecting nouns. Initially, only those subjects are used that surround students in the classroom.

The new word input scheme is performed exclusively through the command:

The teacher speaks the team and performs the action together with the students (several times). Further, the teacher voices the team, and the students already do their own actions (without saying the command out loud) (several times). The teacher addresses individually to each student, offering to perform a specific team. Such sets, consisting of teams, can be quite a lot for one lesson. At the end of the lesson there is a global repetition. After all the objects in the class are mastered, the use of pictures, abstract concepts (through role-playing games) begins, then whole stories are studied, basing the vocabulary on the times. Only after about 20 hours of study do students begin to say out loud words and give commands to each other. After a while, they begin to read texts, and then learn to write.

Undoubtedly, the TPR method is quite interesting, unusual and quite effective in the early stages of learning a foreign language. But, like every method, it has its advantages and disadvantages. From the merits we can name the fact that through teams it is really easier to learn words, and they are remembered. The lesson itself is interesting and fun.

Among the shortcomings: this method does not provide a tool for independent development. Studying the language traditionally, we learn to impose the language on the grid of rules, and then we can deal with the grammar ourselves, using theory and exercises and, whatever one may say, we quite well remember the new material. And, of course, there are logic people who traditionally have a lot easier to learn. In my opinion, the TPR method will not save from errors. Without knowing the rules and not being in an English-speaking environment all the time, a person cannot get that "sense of language". And to find out how to say correctly, where and what needs to be coordinated in the proposal, without using any theoretical sources. Also, many students are frightened by the lack of textbooks and homework.

Summing up, I can say that the TPR method is certainly worthy of attention. By selecting it, you will be interested to learn the language. But if you need to learn the language seriously and at a pace, traditional methods will become your best assistants.

References / Список литературы

1. *Alekseev N.G.* Designing conditions for the development of reflective thinking. Abstract of thesis. Doctor of Ped. Science. M., 2002. 32 p.
2. *Andreev V.I.* The dialectic of education and self-education of a creative person. Kazan, 1998. 236 p.
3. *Saikov B.P.* Organization of information educational institution: a practical guide mangling. M., 2005.
4. *Djuraeva I.Kh.* ICT as a means of increasing motivation of students in the lessons of foreign language. Вестник науки и образования, 2019. № 3 (57). Часть 2. С. 36.