

THE EFFECTIVENESS OF TEACHING ENGLISH VOCABULARY THROUGH TOTAL PHYSICAL RESPONSE METHOD AT PROFESSIONAL SCHOOLS

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ABSTRACT

The aim of this paper is to show the necessity of Total Physical Response in listening skill language teaching, learning and to clarify the challenging situations faced by these technologies usage and to find appropriate solutions to these difficulties.

Keywords: *Teaching english language, multimedia technology, traditional teaching, interactive classroom, communicative language teaching, audio-visual material.*

ANNOTATSIYA

Ushbu maqola tilini o'rgatishda va o'rganishda multimedia texnologiyalari orqali tinglab tushunish mahoratini oshirishdagi ahamiyati va shuningdek video materiallardan foydalanishning samarali jihatlarini yoritib berishdan iboratdir.

Kalit so'zlar: *ingliz tilini o'qitish, multimedia texnologiyasi, an'anaviy o'qitish, interaktiv sinf, kommunikativ til o'qitish, eshitish-ko'rishga mo'ljallangan material.*

INTRODUCTION

From the historic perspective, there were noticeable records of teaching techniques analogous to TPR in the second half of the 19th century, namely in teaching methods of F. Gouin and the first half of the 20th century, in H. Palmer's methods.

Around the year 1880, Francois Gouin started reformatory movement in foreign language teaching, in fact a negation of the Grammar Translation Method and he moved the attention from reading literary texts to oral communication. He presented direct, situational and contextual learning and non-verbal communication, for instance facial expressions, gestures and various types of physical activities and movement. His ideas came from everyday practical language and routine situations. In his opinion, the principle of learning foreign languages was in listening and practicing various tasks according to the teacher's instructions.

Gouin's method was one of the techniques consistent with the comprehension approach, which meant that it began with the listening skill. As it was already mentioned, the idea of focusing on listening during early foreign language instruction came from observing how children acquired their mother tongue. A baby spends many months listening to the people who surround it long before it even says a word. The little child has the time to try to make sense out of the sounds it hears and no one tells the child that it must speak. The child chooses to talk when it is ready. This idea was a part of Krashen's and Terrell's approach introduced in 1983 and called The Natural Approach. The students listened to the teacher using the target language communicatively from the beginning of instruction and communicative activities prevailed throughout the course. The teacher helped the students to understand by using pictures and occasional words in the student's native language and by being as expressive as possible. Krashen's approach was in many ways similar to the Direct Method, which is also examined in chapter 4.4. One of the main principles in this method was also that the teacher did not correct any student errors during oral communication. In Winitz and Reed's self-instructional program and Winitz's "The Learnable", students listened to tape-recorded words, phrases and sentences while they were looking at accompanying pictures. The meaning of the utterance was clear from the context the pictures provided and stories illustrated by the pictures were also used as a device to convey abstract meaning.

DISCUSSION AND RESULTS

One of the current branches of Total Physical Response specifically focuses on stories is TPR storytelling. It is a foreign language teaching method that was introduced in 1990 in California. Teachers who use this method tell personalized stories in the target language as their students act those stories out. This method will be examined later in this thesis.

Harold Palmer in his course book called "English through actions" also required physical activities instead of oral in the first stage of learning. According to him, learning a foreign language was mainly memorizing. In the first phase of learning, the students responded to the teacher's instructions non-verbally, which meant using gestures and facial expressions. Then the learners trained their listening skills and pronunciation. In the second phase, the students learned by imitation and in the third phase they moved to speaking, according to Palmer it was a conversation as a systematic practice with dialogical text.

All these analogues are connected with findings provided by psychology and humanistic pedagogy, which claim that physical activity included in learning foreign languages is a significant factor in reducing stress.

Physical movement can relax the students and bring positive learning environment as well as positive emotions, which increase the learning efficiency, this appears to be one of the main ideas behind TPR

According to Asher and Adamski, the ideal amount of pupils in a classroom is about 20 to 25, but he admits that many teachers have successfully functioned with 60 or 70 learners at a time. For very large groups they suggest to utter commands in the target language and then model by responding with the appropriate action right away. Then they recommend continuing by dividing the students into small groups and give each group a CD recorder which is used to play back a series of commands the teacher has just modeled. Members of each group then listen to the CD and respond to the spoken commands with actions. The classroom environment should be very positive and stress-free. Garcia confirms that it is important to ease the tension of performing the commands in front of their peers. That way, even the most inhibited pupil in the group should feel comfortable to perform in front of his/her classmates without any great stress. Collective participation should be encouraged from the beginning as well. Garcia and Asher suggest, for instance, a round of applause should become a spontaneous reaction to express satisfaction with the performance of the learner doing the commands.

The usual classroom with pupils sitting in rows facing one direction is suitable only for left brain instruction in which students focus upon the teacher who delivers the information. However, in TPR there is a dramatic brain switch from the left to the right brain which means a different arrangement of the classroom furniture. Another possibility is a seating plan in which the class is divided into two sections facing each other. This way there is enough room so that the pupil who is performing. Has enough space to move around. In the back of the room it is useful to place preferably three armless chairs called "home base chairs", because the learners, who perform the commands, start from those chairs at the beginning. If it is possible, the "home base chairs" should be of different colors than the rest of the chairs.

According to Richards and Rodgers a TPR course aims to produce learners who are capable of a spontaneous communication that is intelligible to a native speaker. TPR lessons have to, of course, correspond with the needs of the learners. Whatever goals are set, they need to be attainable through the action-based drills in the imperative form.

Ressuggested specific techniques for imperative drills, which should be performed in the following sequence:

- a. The teacher utters the command and performs it at the same time, the learners observe;
- b. The teacher repeats the same command and encourages the pupils to act it out with him/her
- c. The teachers says the same command again and the learners perform it by themselves
- d. The learners read the previously practiced commands from the blackboard and write them down
- e. If a learner feels ready to produce, he/she can give the commands to his/her classmates

As for the language content of these drills, firstly, only the classroom supplies are used, but later they should be connected with the everyday situations. The atmosphere of objective reality can be created by mea of visual aids (like pictures, textbooks, slides or videos) or simulations of the authentic real-life situations (for example introducing each other, shopping, travelling, etc.)

Garcia and Asher explain that since TPR is very different from the conventional and customary ways of teaching foreign languages, it should be explained thoroughly to the learners before the lessons start. In the beginning, every teacher should introduce the basic procedures and answer any questions that the pupils may have about TPR. Then they suggest to proceed by letting the group know that by the time they leave the class they will know a certain number of commands during the session. It is also convenient to utter a particular sequence of commands in the target language. The expected reaction is always an attitude of skepticism, which works for the teacher's benefit, because at the end of the class, when the teacher reminds the pupils that they have learned what they have been promised, this leaves them with a pleasant feeling of accomplishment. At this point, Garcia and Asher suggest conveying the good news with not giving the students any homework for at least five weeks.

Asher and Adams claim that there are three preconceptions which should which could block the successful application of the TPR strategy in foreign language lessons and therefore they should be neutralized. The first is the illusion of simplicity, which is an affliction of native speakers who have learned their language to a keen state of perfection that it is perceived as a simple task. Teachers like that tend to move too quickly and make large jumps that produce acute distress in the learners. Secondly, the illusion of simplicity may result as a tendency to be over-ambitious for

learners, which means that the teacher pushes and rushes ahead rather than moves systematically with a gradual transition from task to task.

To sum up the TPR approach, the goal is not for input to equal output, but for output to be more than input. Therefore, when learners demonstrate that they comprehend novelty, they are showing that they have achieved the flexibility to change the order of the elements, which is crucial to fluency. This is also a useful way for a teacher to achieve feedback from learners, because if students react to the novel utterance correctly, it proves that they understand the curriculum and the teacher can move on to the more complicated structures.

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