
COMMUNICATIVE LANGUAGE TEACHING IN CONNECTION WITH TOTAL PHYSICAL RESPONSE FOR YOUNG LEARNERS

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Abstract: The study examines how Total Physical Response exercises can help young learners advance their knowledge and proficiency in foreign languages. TPR, a technique of teaching languages that emphasizes movement and physical activity, satisfies children's needs for physical activity, hands-on learning, meaningful communication situations, and a stress-free environment. The paper provides an assortment of TPR activities that address a range of children's language proficiency levels (from early instruction/receptive language acquisition to higher proficiency/developing productive skills), honor their diverse physical abilities (including sensory impairments and physical disabilities), and support multiple phases of communication skill development (from obeying instructions to acting out stories and playing action games). The exercises are categorized based on the role they may play in a lesson (warm-up, lead-in, introduction, recycle, and wrap-up). The study comes to the conclusion that the main benefits of implementing TPR activities in language instruction include fostering environments that are comparable to first language acquisition (meaning that input becomes meaningful and understandable), lowering stress and involving kids in an affective way, and supporting retention through motor activity.

Key words: Young learners, Total Physical Response, language activities, motor skills.

Аннотация: В исследовании рассматривается, как упражнения Total Physical Response могут помочь юным ученикам улучшить свои знания и владение иностранными языками. TPR, метод обучения языкам, в котором особое внимание уделяется движению и физической активности, удовлетворяет потребности детей в физической активности, практическом обучении, содержательных ситуациях общения и обстановке, свободной от стресса. В документе представлен ряд мероприятий TPR, которые направлены на различные уровни владения языком детей (от раннего обучения/восприимчивого владения языком до более высокого уровня владения/развития продуктивных навыков), учитывают их разнообразные физические способности (включая сенсорные нарушения и физические недостатки) и поддерживают несколько этапов развития коммуникативных навыков (от подчинения инструкциям до разыгрывания историй и игр-боевиков). Упражнения классифицируются в зависимости от роли, которую они могут играть на уроке (разминка, вводная часть, введение, повторение и подведение итогов). Исследование приходит к выводу, что основные преимущества внедрения мероприятий TPR при обучении языку включают создание условий, сравнимых с освоением первого языка (это означает, что вводимые данные становятся значимыми и понятными), снижение стресса и эмоциональное вовлечение детей, а также поддержку удержания детей посредством двигательной активности.

Ключевые слова: Учащиеся младшего возраста, общая физическая реакция, речевая деятельность, моторика, навыки.

Xulosa: Tadqiqot "Total Physical Response" mashqlari yosh o'quvchilarga chet tillari bo'yicha bilim va malakalarini oshirishga qanday yordam berishi mumkinligini o'rganadi. TPR, harakat va jismoniy faollikni ta'kidlaydigan tillarni o'rgatish texnikasi, bolalarning jismoniy faollikka,

amaliy o'rganishga, mazmunli muloqot holatlariga va stresssiz muhitga bo'lgan ehtiyojlarini qondiradi. Maqolada bolalarning tilni bilish darajasining bir qatoriga (erta o'qitish/reseptiv tilni o'zlashtirishdan boshlab yuqori malakaga/ishlab chiqarish ko'nikmalarini rivojlantirishga qadar), ularning turli jismoniy qobiliyatlarini (shu jumladan, hissiy nuqsonlar va jismoniy nuqsonlar) hurmat qilish va qo'llab-quvvatlashga qaratilgan TPR tadbirlari assortimentini taqdim etadi. muloqot qobiliyatini rivojlantirishning ko'p bosqichlari (ko'rsatmalarga rioya qilishdan hikoyalarni sahnalashtirish va harakatli o'yinlarni o'ynashgacha). Mashqlar darsda o'ynashi mumkin bo'lgan rolga qarab toifalarga bo'linadi (isitish, kirish, kirish, qayta ishlash va yakunlash). Tadqiqot shuni ko'rsatdiki, til o'rgatishda TPR tadbirlarini amalga oshirishning asosiy afzalliklari birinchi tilni o'zlashtirish bilan taqqoslanadigan muhitni rivojlantirish (kiritish mazmunli va tushunarli bo'lishini anglatadi), stressni kamaytirish va bolalarni affektiv tarzda jalb qilish va saqlashni qo'llab-quvvatlashni o'z ichiga oladi. vosita faoliyati orqali.

Kalit so'zlar: Yosh o'quvchilar, umumiy jismoniy javob, til faoliyati, vosita ko'nikmalar.

INTRODUCTION

The Total Physical Response (TPR) technique of teaching foreign or second languages involves giving students a sequence of orders to which they must physically react in order to improve their listening comprehension. It was started in the late 1960s by psychology professor James Asher and is still regarded as a useful resource. Linguistic aid when instructing students in a target language, particularly in the early phases of learning. Language acquisition becomes more spontaneous and remembered when gesture and language are combined. As there is no expectation for speech during performance, TPR is a stress-free method that may be used with novices, whether they are young children, teenagers, or adults.

TPR is particularly helpful when teaching young students because it accommodates their inclination to learn best by doing. It also respects children's need to develop listening comprehension skills prior to speaking and allows them to take as much time as needed to feel comfortable speaking. According to Peck, kids "seem to learn language" swiftly and fully when the body and brain cooperate. The physical component of the TPR learning process allows for the easy integration of play and physical activity into language instruction, as well as the enhancement of children's engagement and physical activity outside of physical education classes, all of which support the physical and linguistic development of the students. The method's fundamentals and potential uses in a classroom with young learners will be covered in this article.

RESULTS AND DISCUSSION

The fundamental ideas behind the TPR approach come from brain research, developmental psychology, theory of learning, and humanistic pedagogy. According to Asher, acquiring a target language ought to be comparable to studying a native tongue: when acquiring a kid's native language, understanding comes before speaking, and a child obeys physical directions before responding verbally; Teachers should establish a comfortable learning environment to lower the affective filter and aid in learning, as affective elements play a significant role in learning; In order to improve long-term retention, gestures should be used in conjunction with listening comprehension. Since the brain processes information more quickly and accepts it as reliable when listening is followed by movement (right brain learning), learners should avoid speaking or translating (left brain learning) in order to prevent "brain overload": Speaking, reading, and writing should come later, once TPR has laid a strong

foundation. By quietly obeying instructions, learners internalize the new language (phonology, vocabulary, grammar, and semantics) concurrently, without any analysis.

Linguists agree that the main goal of TPR is the development of basic speaking skills and that it should be supplemented with other methods to be able to contribute to the development of other language skills, even though Asher's research with learners of German, Spanish, and Japanese demonstrates that students can develop rather advanced levels of comprehension of vocabulary and grammar structures, without any oral practice. "A vehicle for teaching elements of grammatical structure and allowing new vocabulary items to be contextualized within a body of communicative discourse" is how listening comprehension courses are described. In TPR exercises, listening necessitates both comprehension and execution of movements, such as hand or body gestures, effectively meeting the needs of young learners.

Action games in particular are excellent tools for teaching new language through TPR activities. The following is the order in which the teacher works with the students: delivering instructions, modeling the required behavior, removing the model after a few tries (when students answer with confidence), combining commands in novel and inventive ways, or incorporating them into games and stories that compete. Curtain and Dahlberg provide the following examples to illustrate how the technique is broken down into distinct steps that the teacher must follow:

- Put up your hand. Place a hand over your foot. Reverse the direction. Place your hand on the ground.
- Place your elbow in your hand. Lift up your knee. Reverse the direction. Reverse the direction three times.
- Turn around and place your elbow on your knee.
- Put up your hand. Place your left hand on your head and your right elbow on South America as you retrace your steps to the map.
- Angie, use your right hand to hold the plush monkey. Mario, place your right elbow on the head of the monkey. Kim, place your elbow on its nose.

Students, grab your (fictitious) cameras and snap a photo of the monkey with his pals. Grin!

CONCLUSION

The study has concentrated on TPR exercises that are suitable for teaching young students a foreign language. It has also examined how these exercises can help kids improve their listening comprehension skills as well as lay a strong vocabulary and grammar basis for speaking and other communication activities. The enjoyment created in stress-free activities that focus on physical movement can further foster children's engagement, enhance motivation for participating in action games, and make foreign language learning truly effective. The paper has explored a number of benefits of using the Total Physical Response method when teaching a foreign language to children. Body movement (large-motor skills) can reinforce language learning and potentially strengthen physical development of children.

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