

## THE USE OF TOTAL PHYSICAL RESPONSE METHOD IN TEACHING A FOREIGN LANGUAGE TO PRESCHOOL CHILDREN

**Introduction.** Psychologists and teachers say that preschool age is the best period for the initial mastery of a foreign language. At this age children are characterized by natural curiosity, sensitivity to the perception of sounds, a tendency to imitate, quick and easy assimilation of language material.

Learning a foreign language develops the child's thinking, memory, attention, imagination, improves overall speech development. Getting acquainted with a foreign language, the child expands his knowledge about the world, acquires experience of communication with other people — the process of its socialization.

**Main part.** Early learning of a foreign language is one of the priority directions in education. Many Methodists and teachers-practitioners came to the conclusion that learning a foreign language is better to start with the preschool period, which is considered the most favorable. The preschool education program refers to the advantage of preschool age in mastering a second language. It is emphasized that this is due to the peculiarities of the development of higher mental functions in the preschool period and, above all, with the immediacy of perception, the lack of attention, memory efficiency, emotional motivation of communication, ease of operating in the imaginary plan in the absence of a number of mediators of these processes.

In many countries, children start learning a foreign language at the age of five (four) years. In this regard, the optimal learning strategies are being developed, taking into account the fact that the experience of mastering a foreign language accumulated before school helps children in further education.

Organizing the process of preschool education, it is necessary to take into account the age characteristics of children, to use the dynamics of their development and to determine the goals, objectives, means, methods and technologies of education.

With the beginning of teaching foreign languages to children at preschool educational institutions teachers have a number of problems that require a scientific reasoned decision. One of the most important problems, from our point of view, is the question of sufficient competence of foreign language teachers in work with preschool children. The fact is that most of the teachers, carrying out early foreign language training at preschool education institutions do not know the methodology of early learning foreign languages. They do not know such methods and techniques as Content and Language Integrated Learning (CLIL), Total Physical Response (TPR) and narrative approach, which are fundamental in early foreign language teaching.

In this article we make an attempt to analyze the effectiveness application of TPR method in teaching foreign languages to preschool children.

Total Physical Response is a method of teaching a foreign or second language (target language) by developing listening comprehension through a series of commands to which students respond with physical activity. It was founded by James Asher, a professor of psychology, in the late 1960's and is still considered and used as a valuable linguistic tool in teaching a target language, especially in initial stages of instruction. It combines language and gesture, thus making language acquisition more natural and memorable. Learners are not expected to speak while performing actions, which makes TPR stress-free and suitable for teaching beginners, either young learners, teenagers or adults [1].

When teaching young learners, TPR can be very beneficial as it responds favorably to their tendency to learn best by doing; it also respects children's need to develop listening comprehension before speaking and to take as much time as necessary before they feel ready to speak.

Studying by this method it can be compared with the development of our native language in childhood. Baby first responds to requests from parents' actions, and only then after a few months starts talking. Using the TPR method, we can reproduce this effect of teaching a foreign language. Here a teacher plays the role of a parent.

By saying a word or phrase, teacher demonstrates illustration and action. Then all children repeat the actions shown by the teacher. At the same time students stand in circle around the teacher, and they definitely need to be encouraged if they have performed action correctly. Children can repeat words or phrases aloud, spoken by the teacher. But to force them to speak in any case impossible.

The TPR method can be used to study:

vocabulary connected with actions (smile, chop, headache, wriggle, body parts, etc.);

temporary forms and repetitive actions (Every morning I clean my teeth, I make my bed, I eat breakfast, etc.);

phrases, constantly used in educational and daily life (Open your books, close the door, etc.);

instructions, requests (Stand up, close your eyes, make a circle, put your hand, etc.).

Let us consider the method of TPR. First you need choose the vocabulary that the teacher plans to study with children. Next he pronounces a new word or phrase using illustration, facial expressions, gestures, various

movements to demonstrate the meaning of the word. If necessary words are demonstrated several times. At the first lessons the teacher introduces a certain amount commands, starting with verbs, nouns are connected later. Originally only items that surround children in the group are used. Further the use of illustrations begins, and then the whole stories are studied.

Only after a few classes children begin to say the words aloud. Classes can be varied in different ways: drawing, singing songs, games, etc.

TPR can easily be used in an everyday classroom routine. The teacher encourages the children to recognise and respond to simple classroom instructions and gestures, such as; hands up, stand up, sit down, wave goodbye etc. She can make visual associations with words that the children can learn and mimic, especially descriptive words. For example: big, happy, small, sad. It should be kept in mind that they love to mime professions, animals, vehicles, weather conditions etc. In such activities children first listen and then understand messages, decide whether they are right or wrong, and finally act accordingly [1].

Games can be an essential part of TPR method and they are the most important component in teaching young learners. A popular game is Simon Says which can be adapted to body words, action words and objects students can touch. The teacher gives the command, and all children should repeat, but only if in the beginning the teacher says "Simon says ...". For Example, Simon says: "Touch your knees". However, if the teacher simply says "Touch your knees", the children should follow orders. If someone doesn't do the action, then he leaves the game and follows the mistakes of others.

Charades is miming and guessing words using picture or word cards. These games are easy to apply in a language classroom. The learners have enough space to mime. Songs are also precious while dealing with young learners. When songs accompany actions in a foreign language classroom they will build up TPR element and make children understand the meaning of the songs better. It is useful to choose simple repetitive songs which promote understanding and memorability. Memorable song tunes help enormously in creating mental links to words and meaning. The songs can be about face vocabulary. You would teach them the actions first, introducing the parts of the face by saying and demonstrating "Point to your nose, show me your ears, etc.". You would then play the song and encourage the children to do the actions. Repetition of songs and actions is very important for young learners as familiarity brings confidence and will help them remember [1].

**Conclusion.** All conducted classes in a foreign language using the TPR method indicate a positive impact on the overall process of education and teaching preschoolers. Analysis of the results of the TPR method in practice allowed us to make the following conclusions: training in TPR increases the motivation of children shapes their cognitive interest; contributes to the formation of a holistic picture of the child's world; develops language, visual and musical abilities and skills and children's skills; allows to systematize knowledge; promotes the development of all mental processes (imagination, attention, memory, thinking, etc.); allows to avoid overload and fatigue of children.

## References

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