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UDC 372.881.111.1

THE APPLICATION OF THE TPR METHOD IN PRIMARY SCHOOL

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The Total Physical Response is a common teaching method used for teaching English in primary school, it has strong applicability. Based on the concept of TPR teaching method, this paper discusses the promotion effect of TPR teaching in primary school English classroom, analyzes the advantages and disadvantages of using TPR, gives recommendations on its application in the English language classroom.

Keywords: The Total Physical Response (TPR) teaching method; English teaching; young learners, teaching strategies; authentic language situations.

Nowadays, people are starting to learn English earlier and earlier. Not only is this subject in primary school mandatory, many preschool institutions already offer additional classes for learning English. That is, studying English begins almost in parallel with the study of the native language. Younger students have a serious advantage in studying foreign languages, which helps them learn new material from with less effort than older students. "Child thinks in forms, colors, sounds, sensations in general" reminded teachers K.D. Ushinsky, calling to rely on the early stages of schoolwork on these features of children's thinking [1, 36]. Following K.D. Ushinsky, we settled on The Total Physical Response (TPR) teaching method as to the most effective one in teaching younger grades.

The Total Physical Response (TPR) teaching method was initially introduced by J. Asher in the 1960s through his publication titled "Learning Another Language Through Actions"[2]. In a realistic and effective educational context, the individual endeavored to employ bodily motions and behavioral language as a means to acquire proficiency in a second language. The objective was to engender a sense of delight in the students' learning experience. TPR approach posits that second language acquisition should emulate the learning process observed in infants and toddlers acquiring their native language. This approach emphasizes the importance of harnessing learners' intrinsic motivation and initiative, as well as leveraging their physical

movements to facilitate the natural and effortless acquisition of a second language.

Application TPR as a key teaching strategy has got numerous advantages.

(1) Facilitating Rapid Comprehension of Linguistic Proficiency

Teachers facilitate language acquisition in elementary school students by employing kinesthetic learning techniques, wherein they utilize their own bodily movements to enhance students' understanding of language concepts. This approach enables elementary school students to independently internalize language knowledge, thereby expediting their comprehension of English and reducing the time required for assimilating and comprehending English language components.

(2) Long-term memorization

When implementing TPR teaching approach in instructional sessions for workers, there will be a significant incorporation of kinesthetic language through various movement-based exercises. These bodily motions have the potential to enhance pupils' long-term memory retention and facilitate more engaging and entertaining recall processes. Hence, this approach seems to be efficacious in enhancing students' memory capacities, including both the prominence of memory and yielding noteworthy outcomes.

(3) Improvement of students' recall

Professor Asher's TPR teaching style distinguishes itself from other instructional approaches by emphasizing frequent and repetitive linguistic information retrieval by pupils. In contrast to conventional instructional approaches, this method enhances students' immediate memory capacity, resulting in heightened focus and a notable augmentation in recall proficiency. Authentic context construction can also be achieved in this instructional activity. The utilization of situational recall and analysis as a method enhances the depth of students' memory.

(4) Instantaneous concentration and mobilization of multiple senses

The application of the whole-body reaction in educational settings has demonstrated the ability to promptly capture the attention of students and foster a relaxed and enjoyable learning environment. Consequently, this approach has been found to greatly enhance their learning efficiency. Furthermore, in the practical implementation of this pedagogical approach, the incorporation of physical gestures alongside various modalities of sensory stimulation can engender a sense of enjoyment in students during the educational process inside the confines of the classroom, so enhancing their level of focus.

(5) Creating authentic language situations

The implementation of the TPR teaching method can enhance the authenticity of the entire linguistic situation. As a result of this impact, there will be an increased inclination among students to actively engage with the teacher's instructions within the classroom setting. Engaging in authentic English language instruction provides students with the opportunity to actively listen to the teacher's discourse, subsequently responding physically based on their comprehension, and ultimately organizing their own linguistic expression. This approach facilitates effective communication without hindrances, as it integrates real-life scenarios with conversational interaction.

During the process of instruction, teachers can facilitate students' comprehension of directions by employing expressive nonverbal cues and reiterating the instructions. For instance, during the education of body parts vocabulary, the teacher can employ congruent physical gestures, such as saying "Close your eyes" while simultaneously demonstrating the action. Place your hand on your ear. Perform the action of touching your nose, and continue to do so repeatedly. Through the demonstration of actions, teachers enable students to both hear the instructions and replicate the actions, thereby reinforcing the instructions and enhancing the efficacy of students' acquisition of new knowledge in the classroom.

Children in the primary school have a greater inclination towards visual stimuli, such as pictures, as opposed to mundane textual content. Thus, by employing the TPR teaching approach, English instructors can employ visual aids, such as cards, to engage students in

class and encourage active participation through the use of suitable games.

As an illustration, teachers can enhance students' intuitive comprehension of words such as juice, milk, bread, cake, fish, rice, water, and others by creating word cards with corresponding pictures on the front and English words on the back. This method aids students in memorising the vocabulary effectively.

Colouring remains a popular activity among young learners. Therefore, English teachers should leverage this interest to incorporate TPR teaching with painting, so fostering students' enthusiasm for participating in the class. Consider the theme of Colour as an illustrative subject for analysis. The entire module focuses on the English representation of colours. During the process of development and application, teachers can utilise stick figures to depict birds on the blackboard, enabling pupils to unleash their imagination and embellish the birds with feathers of various hues. This not only stimulates pupils' excitement for learning, but also aids in the reinforcement of colour expression.

The utilisation of game-based teaching methods is a prevalent practice in the field of TPR instruction. During the game, students can acquire English language skills effortlessly. For instance, when learning numbers 1-5, the teacher arranges group activities that involve outdoor teaching. The game of hide and seek is cleverly incorporated, and the teacher provides instructions for starting and ending the game using numbers.

Teachers and students can engage in a game called "I make you guess" where each student is given a card with a character of varying ages. Students can deduce the matching character and their age based on the card prompt, such as the message on the card prompt stating "Amy is six years old." The designated student is required to articulate Amy's attributes while employing a manual gesture to indicate a numerical value of six. Subsequently, said student is to prompt another student to conjecture the identity of Amy. What is your age? Establish an immersive English-speaking environment within the game to provide students with an opportunity to engage with and practise expressing numbers in English.

While the TPR teaching method has numerous benefits, it also possesses some constraints. Initially, there are specific limitations on study periods. Due to its compatibility with English courses including straightforward content and simple structure, the TPR teaching method is not appropriate for senior students seeking to learn English. In senior English education, the focus is on imparting conceptual information, while gradually incorporating the instruction of challenging topics such as grammar, which presents a high level of difficulty and abstract content. Furthermore, the TPR teaching method imposes a certain time constraint during the implementation phase. During this instructional procedure, students will repeatedly perform the same activity and follow the same instruction. The prolonged duration of this repetition may lead to student fatigue, but it can also have a paradoxical impact.

In summary, the TPR teaching method prioritises the activation of students' sensory functions and offers a relatively convenient approach. However, it does have certain limitations. Hence, primary school English teachers should be mindful of the benefits and drawbacks when implementing this instructional approach. They should also integrate it with other teaching methods to fully exploit the potential of the TPR teaching method and enhance the depth and engagement of the primary school English classroom.

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