

**TEACHING ENGLISH TO YOUNG LEARNERS BY USING TOTAL PHYSICAL  
RESPONSE**

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**Abstract:** This article highlights the current problems of teaching English in young learners. There are many information about teaching english in a early stage of children. Author analysis most of the useful methods for children by using imperic methods. It is given main attention to Total Physical Response method in the article.

**Keywords:** Audiolingual method, Total Physical Response, , early development, preschool age, student motivation, foreign language competence, language skills.

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**Introduction**

The relevance of the work lies in the fact that at present the early development of children in overall and growing the demand for learning foreign language(s), in particular, English from preschool age. In the level of young learner, the teachers must relax and create fun approaches to delivering the materials to children. In addition, teachers must create a good learning environment and appropriate instruction for students (Rokhayati, 2017). Modern preschool institutions (public and private kindergartens, development and creativity centers, linguistic centers) require teachers specializing in pre- school students. In the context of a globalized economy, Russian university graduates are inferior in competitiveness due to an insufficiently high level of foreignlanguage proficiency. By the beginning of the first academic year at school, they read, write spelling dictation (spelling.dictations), have a certain lexical they have a stock of basic topics, possess the simplest grammatical constructions, understand English speech and perform tasks at the Starter level for listening, reading, writing, speaking (see, for example, Cambridge English: Young Learners at pre-A1 and A2 levels of the Common European Framework of.Reference for Languages). The above confirms the need for the introduction of educational programs on all kindergartens and the training of teachers who know the methodology of teaching English to pre- school students[1]. Students usually feel bored when they learn English because the learning methods are boring, it means that choosing the appropriate method and

activities with a focus on students' motivation will create a better learning process as the students will motivate themselves to learn more. In doing so, teachers should be more creative to provide teaching materials as well as teaching aids that are considered significant needed by the students (Nurani & Yohana, 2015).This research aims the affectives of the environment of English language teaching activities in the level of early age and its possible application in L2 classroom.

**Methodology**

Teaching English to preschoolers any younger schoolchildren differs from teaching language to older children for a number of reasons: their age abilities and psychological characteristics, language competence, and other motivation to learn, individual characteristics. Teachers for preschoolers and junior high school students should have a good command of the methodology and be able to select the appropriate material for this age group. The age of students is an important factor in determining suitable teaching methods, choosing textbooks and materials,

and drawing up curricula. By early learning, we mean the education of preschoolers - children from 5 to 7 years old (young learners - YL). According to S. Halliwell, at an early stage, namely up to the age of 10, children learn as follows. First, YL understand the general meaning the information received, even if they do not understand individual words ( they use a similar ability when mastering their native language). Secondly, children use all the senses: sight, hearing, taste, smell, touch when interacting with the subject of study. Thirdly, YL understand the meaning of the messages, focusing on the gestures, intonation and facial expressions of the person talking to them. In addition, children cannot concentrate on the task for more than 10 minutes, and therefore tasks and activities in the lesson should vary every 10 minutes, sometimes more often. Children are prone to learning and research-.of the surrounding world. YL have a need to be noticed, to be considered as a person, as well as to receive approval, encouragement. YL approach learning creatively. They prefer creative activities, like to fantasize and reincarnate. They like to play with the language, using onomatopoeia, inventing new words. The main activity for YL is a game. Memorizing the names of objects and phrases is not their goal in itself, but occurs indirectly during the game [2]. The above features characterize the average child up to 10 years old. Thus, the teacher must choose the methods and techniques of teaching YL, to select manuals and materials, to create the best interior and atmosphere in the classroom, focusing on the strategies used by children when exploring the world. Despite the similarity of the features of YL training, they may have differences in the perception of the world, different abilities. Depending on the type of perception of information, children are divided into visual learners, audial learners, verbal learners, kinesthetic (physical learners), logisticians (logical learners), social learners and singles (solitary learners).

- visual learners rely more on diagrams, photographs, pictures, orientation in space when learning the material;

- for audials, oral speech, music sounds, chants, rhythm, chants are of greater importance;

-verbals perceive oral and written speech well, easily create statements;

-kinesthetes learn from physical interaction with the outside world, [4], most modern children can be characterized as introverted individualists, whose development was strongly influenced by mobile technologies. These children grow up in a world of virtual friendship and relationships, they are more difficult to socialize, so they feel more comfortable one-on-one with a teacher and/or learning material. They often choose distance learning , which entails the need for a partial or complete transition to an online format, the development and use of educational- in the context of online platforms. Currently, most teachers are engaged in the preparation of educational video materials, develop and publish homework in the form of tests and quizzes, which allows you to continue the educational process during the isolation period. As a rule, when studying the world, a person uses all of the above information perception systems, but prefers one of them - the leading one [5]. In view of this, the teacher should take into account the individual preferences and abilities of children when choosing methods and teaching format, he must provide his students with various materials: colorful flashcards, real objects with which students can interact, materials for listening, mobile and board games, group and individual tasks and exercises for all representative systems. other objects or toys.

## **Results**

Paired and group tasks are used in the classroom: interviews, surveys, role-playing games with cards, dialogues for the exchange of information, etc. It should be noted that the communicative method is often opposed to the "outdated" grammatical-translation method, and if the result of using the first is fluent speech with a large number of grammatical errors, then the result of applying the second is a good knowledge of grammar, but significant difficulties in communicating in the language; the CLIL (Content and Language Integrated Learning) method is quite new and implies subject-language integrated learning. This term was introduced by D. Marsh in 1994 and is used in relation to teaching, in which standard academic subjects are fully or partially studied in a foreign language. Many of these methods are used by teachers of the schools where children already have sufficient command of their native language, oral and written speech and are able to understand what grammar is. Preschoolers are still developing their native language speakers cannot grasp, for example, the essence of grammar, so it is quite problematic to use, for example, a grammar-translation method or a humanistic approach to teaching in working with them, implying the ability to tell about your experience in detail. Teachers of pre-school institutions use the audio-linguistic method, the Total Physical Response (TPR) method, the natural method, the communicative method, elements of the CLIL methodology. The audiolingual method aims to develop "good habits" in learning language. This approach includes basic drills for fixing a certain construction, for example, I've got a brother/a computer/brown eyes. It is recommended to learn this construction in a ready-made form, when translated into Russian it is built differently. The method of Total Physical Response (Total Physical Response) aims to teach AL based on the senses and is suitable for kinesthetics, audials and visual conjunction with a foreign language to communicate in the lesson [10].

## **Discussion**

As mentioned above, among the main methods of teaching children, the most significant are songs, chants, role-playing games using glove dolls, masks and headbands (headbands), games with flash cards, computer games, physical warm-ups and outdoor games. The songs are a rich source of English vocabulary. This is the best solution for a preschool teacher using an audio-lingual method- In addition to the methods and techniques listed above, children will be happy to perform- perform any kind of active tasks, including jumping, clapping, running, dancing. Games provide a positive atmosphere in the classroom and an effective learning environment. Students forget that they are learning because they are completely focused on having fun and winning the game. Games should have linguistic significance, have a goal, involve all children in the process, be simple and fast in organization and execution, be interesting and interesting for children. Thus, preschoolers and younger schoolchildren strive to learn the world that surrounds them, easily adopt a foreign language by imitation and repetition, have a short attention limit, but actively participate- they participate in games and exercises in the classroom. Working with children requires creativity and energy. The teacher should be attractive, attentive to children, create a cheerful atmosphere in the classroom, and broadcast a positive attitude towards all. The methods and resources that he uses must be interesting, diverse, and must include songs, games, and creative tasks. It is necessary to create a motivating environment in which students will develop comprehensively, since the personal development of students, their social, emotional and cognitive aspects are also important, as well as academic knowledge in the field of all.

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