

**ҚҰЗЫРЕТТІЛІК БІЛІМ: МОДЕЛЬДЕР,  
ӘДІСТЕР, ТЕХНОЛОГИЯЛАР  
КОМПЕТЕНТНОСТНОЕ ОБРАЗОВАНИЕ:  
МОДЕЛИ, МЕТОДЫ, ТЕХНОЛОГИИ**

---

5. Т.Н. Лебедюк «Тенденции развития информационных технологий в Российской Федерации и Европе и их влияние на конкурентоспособность стран. Век информации (сетевое издание)», 2021

6. А.Ю. Исаева «Синтаксис газетного заголовка: экспрессия и прагматика», 2016

7. А.Ю. Харламова, А.А. Валевская «Пробелы в правовом регулировании повестки дня собрания участников гражданско-правового сообщества», 2018

8. А.А. Валевская «Деловая репутация как объект гражданских прав», 2019

УДК 811.111-26

**TOTAL PHYSICAL RESPONSE AT ENGLISH LESSONS**

*Умирзакова А.У., педагогика ғылымдарының магистранты, Қорқыт Ата атындағы Қызылорда университеті, Қызылорда қаласы*

*Абдыхалықова А.М., шетел тілдері теориясы мен практикасы кафедрасының қауымдастырылған профессоры, п.ғ.к., Л.Н.Гумилев атындағы Еуразия ұлттық университеті*

*This article is about the method of TPR (Total Physical Response), as one of the modern technique of teaching a foreign language, specializing in teaching oral communication. The work of the teacher in this case is, firstly, to instill and maintain interest in learning a foreign language, and the most reliable way to achieve this goal is to show learners the practical output of the proposed knowledge, implemented here and now and meeting the needs of students of the designated age.*

The method of Total Physical Response (TPR) is one of the methods of teaching the English language, developed by the American psychologist, Dr. James J. Asher and has been successfully used for more than 30 years. The method is designed to stimulate students to respond verbally and physically to the teacher's instructions and requests spoken in the language being studied. In other words, TPR is a language teaching method based on the coordination of speech and actions; it aims to teach language through physical (motor) activity.

The method of Total Physical Response is a "natural method", since J. Asher considers the native and English language learning as parallel processes. He proves that teaching and learning a English language should represent the naturalistic processes of learning a native language. For this reason, he recognises three major processes:

1. Before learners improve the ability to speak, they increase the competence of the listener. In the early stages of acquiring a native language, learners can understand complex speech, but they are not yet able to produce or repeat them. J. Asher takes into account the ability of the child "imprinting" language into consciousness, which will allow it to produce language in the future.

2. Learners learn to understand oral speech, as there is a need for a physical response to the speech of their parents.

3. When the child has learned to listen and understand oral speech, adequately in response to his parents' commands, his own speech develops and is produced naturally and effortlessly [3] Thus, James Asher believes that the key to successful English language learning is to create conditions in which learners learn their native language.

Describing the TPR technique, first of all, it should be said about such a technique as working out commands, which is the main activity in the classroom within the framework of this method. It is the execution of commands that forces learners to combine language learning with physical activity. In such conditions, learners play the main roles: listeners and performers. Learners can

**ҚҰЗЫРЕТТІЛІК БІЛІМ: МОДЕЛЬДЕР,  
ӘДІСТЕР, ТЕХНОЛОГИЯЛАР  
КОМПЕТЕНТНОСТНОЕ ОБРАЗОВАНИЕ:  
МОДЕЛИ, МЕТОДЫ, ТЕХНОЛОГИИ**

---

reply individually or collectively; this does not affect the content of the training at an early stage, as the content is decided by the teacher. At the beginning of the training, learners have to also recognize and respond to new combinations of previously learned words. In addition, learners must also produce their own combinations, thus in this way, they monitor and assess their own progress. According to this method, learners speak when they themselves feel ready to speak (for example, when they accumulate a sufficient language base). Within the framework of TPR, the teacher plays the role of a manager: the stage director of the theater, in which the learners are actors. It is the teacher who decides what to teach, who models and presents new materials, and who chooses supporting materials to use in the classroom. Therefore, the teacher must be well arranged and well organized so that the lesson goes smoothly and predictably. Proponents of the technique strongly recommend writing down the exact statements that the teacher will use, especially new commands; there's usually no time to think them through during class. [1]

Communicating with learners, the teacher demonstrates himself as a parent who interacts with his children. Similarly, the teacher may allow his learners to make a few mistakes in speech; he should avoid correcting too often in the early stages and should not interrupt learners to correct mistakes, as this may prevent learners from initiating statements in the future. Summing up, we note that when using the TPR method, the main functions of the teacher are to ensure verbal commands and monitor the actions of learners. On other hand, learners are imitators of verbal and nonverbal models of the teacher. The learning process made up of several stages, the first of which is modeling. At this stage, the teacher, producing commands for learners, performs actions together with them. In the second stage, learners display that they understand commands by performing them alone; the teacher controls the actions of the children. First of all, the interaction between the teacher and the learners is based on the oral speech of the teacher and the non-verbal reaction of the learners. Later, the learners use the language and engage in verbal communication. [4]

Like every language learning method, the total physical response method has its advantages and disadvantages. Its advantages include:

1) It creates a positive atmosphere in the classroom. Learners like it very much, as it helps to raise the mood and defuse the situation;

2) It promotes better memorization of the material. Since speech is accompanied by movements, phrases are remembered not only thanks to auditory memory, but also kinesthetic;

3) The method is well suited for kinesthetic children who need active activity in the classroom;

4) The method is applicable in both large and small groups. In this case, it does not matter how many children are in the class, as long as the teacher is ready to be a leader, learners will listen;

5) The TPR method works well in mixed groups. Physical activity clearly and unambiguously displays the meaning of foreign words, so that all learners can understand and apply the language being studied;

6) Using this method does not require painstaking preparation or materials for the lesson. In this regard, as long as the teacher clearly understands what he wants to work out, it will not take much time to prepare for the lesson;

7) This technique is very effective with teenagers and young learners, tasks are interesting and motivate you to learn;

8) Tasks within this technique activate the work of both the left and right and the right hemisphere of the brain. In addition to these advantages, TPR also has disadvantages. Among them are:

1) Children who are not used to participating in active games may feel shy. However, this can only happen at the beginning of training, and if the teacher is ready to perform all the actions together with the children, they are successful they are integrated into the educational process.

**ҚҰЗЫРЕТТІЛІК БІЛІМ: МОДЕЛЬДЕР,  
ӘДІСТЕР, ТЕХНОЛОГИЯЛАР  
КОМПЕТЕНТНОСТНОЕ ОБРАЗОВАНИЕ:  
МОДЕЛИ, МЕТОДЫ, ТЕХНОЛОГИИ**

---

2) The method of full physical response is really suitable only for beginners, since the vocabulary that can be accompanied by movements, as a rule, makes up the necessary base of the language. However, this method can be partially applied in teaching advanced children. In this case, it is important to adapt the language accordingly. For example, when teaching "ways to walk" (stumble, stagger, walk on tiptoe) or verbs describing ways of cooking (whisk, stir, rub, chop) and others;

3) The method is not universal, it is used only when teaching certain types of speech activity, and its constant use can turn the learning process into a routine. This method is an interesting way to change the dynamics of the lesson, it is good in combination with other methods and technologies;

4) Using the TPR method, it is difficult for the teacher to present abstract vocabulary or expressions. As one of the options, you can make cards with the right words or prepare images, which may not be applicable in every situation.

The use of the TPR method is most effective in teaching aspects of the language such as:

- The formation of vocabulary associated with the actions (smile, cook, jump, draw, etc.);
- Grammatical tenses shown in the example of action verbs (for example: "Every morning I brush my teeth, make my bed, and have breakfast»);
- Phrases used in class (for example: "Open your books», "take a green pencil," etc.);
- Imperative constructions (for example: "Get up, close your eyes", etc.);
- Formation of oral monologue speech using the technique «story-telling».

The developers of the full physical response method do not provide specific didactic texts. Materials and support tools play an important role, but not in the initial stages. First of all, the teacher within the framework of the TPR method operates with the help of his voice, actions, gestures and classroom items such as books, pens, cups, etc. The teacher also requires images, toys, slides, and text cards to set up interactive activities. [2]

According to Arnold Muhren, the basic technology of the TPR method is simple. Learners follow the commands given by the teacher or classmates (in the subsequent stages of training). These commands or series of commands are simple at the beginning (for example: "Get up, sit down"), but after a while they become more complex (for example: "I want the boys to stand in a circle, please"). TPR can be represented as a chain of actions related to a single complex task (for example: "Sit down, take a pen and paper, write down at the top of your sheet..." ) or even to the storyline [5].

Though TPR was originally intended to be used as an approach to teach oral English, it can also be used effectively to introduce children to the written language. Children learn reading and writing skills best when they are taught in a purposeful and meaningful context. Research has found that children learn literacy skills more easily when they are integrated or combined with oral skills [7].

However the format of the types of activities described in this article is familiar to many English teachers, it should be borne in mind that these activities need to be implemented and carried out systematically. Three basic principles should be kept in mind. First of all, it should be remembered that the tasks should correspond to the cognitive development and age characteristics of early childhood. Secondly, the teacher acts as an intermediary who makes a verbal contribution to L2 and supports progressive learning of students. Finally, as you can see, the TPR method is very interesting, creative and exciting. You can try it with your children and see how English turns from a boring lesson into a favorite activity.

### References

1. P. Фрост «Введение в методику, известную как total physical response», 2012
2. J. Asher «Learning Another Language through Actions: The Complete Teacher's Guidebook. Los Gatos-California: Sky Oaks Production», 1982

**ҚҰЗЫРЕТТІЛІК БІЛІМ: МОДЕЛЬДЕР,  
ӘДІСТЕР, ТЕХНОЛОГИЯЛАР  
КОМПЕТЕНТНОСТНОЕ ОБРАЗОВАНИЕ:  
МОДЕЛИ, МЕТОДЫ, ТЕХНОЛОГИИ**

---

3. J. Asher «Language by command. The Total Physical Response approach to learning language», 1984
4. D. Larsen-Freeman «Techniques and Principles in Language Teaching», 2008
5. A. Muhren «Total Physical Response (TPR): An Effective Language Learning Method at Beginner», 2003
6. English Teaching Forum 2006, Volume 44, Number 2 Ten Helpful Ideas for Teaching English to Young Learners English Teaching Forum 2005, Volume 43, Number 1 The Children's Response: TPR and Beyond

УДК371.39

**МЕТОДИКА РЕАЛИЗАЦИИ ПРОБЛЕМНОГО МЕТОДА ОБУЧЕНИЯ  
НА УРОКАХ ФИЗИКИ**

*Аймаханова А.Р., 4 курс, физика, Костанайский региональный университет им. А.Байтурсынова*

*Демина Н.Ф., кандидат педагогических наук, профессор кафедры физики Костанайского регионального университета им. А.Байтурсынова*

*Одно из важнейших задач школы является формирование творческого мышления учеников. Процесс мышления начинается с возникновения затруднений, появления неясностей, парадоксов, проблем. Одним из методов активизации познавательной активности учащихся является создание проблемной ситуации на уроках. Необходимо добиться того, чтобы ученики не получали знания в готовом виде, а пытались приобрести их самостоятельно.*

Внедрение новых подходов в обучении в современной школе отдает предпочтение активным методам обучения. Сегодня ученик на уроке не слушатель, а исследователь. Физика как наука о природе содержит большие возможности для реализации данного подхода. Остановимся на уже давно известном, но все-таки мало используемом методе обучения – проблемном обучении. Необыкновенное очарование таят в себе вопросы детей. Юный исследователь довольно часто доставляет немало хлопот взрослым, задавая им бесконечные вопросы. Более того, на некоторые из этих вопросов дети сами пробуют найти ответы, особенно тогда, когда взрослые помогают, наталкивают их на ответ.

На современном уроке физики, среди усилий учителя на первый план выступает проблема активизации познавательной деятельности учащихся при помощи соответствующих методов обучения, в их числе – проблемное обучение.

Главная цель проблемного обучения – при минимальных затратах времени получить максимальный эффект в развитии мышления и творческих способностей учащихся, поэтому вопрос об отборе нужных (наиболее ценных) проблем, связанных между собой в единую систему, нельзя решать в отрыве от структуры и содержания материала. Проблемное обучение нельзя представить, как непрерывную самостоятельную работу учащихся. Данное обучение предполагает сочетание репродуктивной и творческой деятельности учащихся по усвоению знаний.

Словосочетание «проблемное обучение» не должно вызывать страха перед его использованием: ведь в зависимости от уровня подготовленности класса и возраста учащихся его можно использовать, двигаясь от простого к сложному.