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Summary

Modern psychological and pedagogical methods and concepts of future Oriental and English language teacher training are highlighted in the article. Basic principles of the process are analyzed. The characteristic to current models of teacher's proficiency is given. The focus is laid on the ways of effectiveness of future teachers' training.

AVOIDING MONOTONY IN FOREIGN LANGUAGE CLASSROOM (Introducing new vocabulary items through gestures)

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TPRS - Teaching Proficiency through Reading and Storytelling has become a highly effective methodology around the globe. It facilitates a natural order of acquisition focusing on input by providing a myriad of input based activities before students are required to speak or write.

Successful TPRS practioners rely on providing an inordinate amount of Contextualized Comprehensible Input (CCI) through auditory and written means. The learner is exposed to planned, sequential and repetitive language structures through listening to and reading interesting and engaging stories. Students focus on listening to and reading memorable, entertaining stories, rather than on consciously learning or memorizing language.

TPRS is a multi-sensory methodology and it meets the needs of various learning styles. Gestures and acting meet the needs of kinesthetic learners, visual images satisfy the needs of visual learners, the tremendous amount of contextualized comprehensible input appeals to visual and auditory learners.

In the first step of TPRS: SHOW - it is recommended to start by selecting three vocabulary items. They should be introduced and practised in a state that is in natural speech and may consist of an individual word or in an entire phrase.

Practice generally focuses on one verb form at a time, regardless of the tense that is being taught.

Each of the three new vocabulary structures should be introduced one at a time and then practiced in groups of three at a time. To begin, it is necessary to say each of the three new vocabulary items (in isolation) and to convey the meaning through translation, gestures, props, pictures and mini-scenarios. The brain can recall visual images more efficiently than an isolated, non-contextualized vocabulary item, that is why each translation has to be followed by visual representation of the new vocabulary structure.

Once students understand the meaning of the new vocabulary structure, the associated gesture should be taught. First, the new word or phrase is said and then the appropriate gesture is modeled for the students. While saying the new structure we should observe our students as they do the gesture without our help.

Using the new vocabulary structures, we are giving students a variety of commands to which they will respond with the specified gesture.

Literature

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Summary

The introduction phase of the first step of TPRS (Teaching Proficiency through Reading and Storytelling) is considered to be called as SHOW. Within the step new vocabulary structures are introduced and their meaning is conveyed through gestures as much as it is possible. Commands are given to students to which they respond with the specified gesture.