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## **THE PEDAGOGICAL VALUE OF RECYCLING LANGUAGE**

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Recycling plays a considerable role in teaching English. It is determined mostly as “practicing the language that learners have observed previously. The recycled language will be re-entered in various context or through a different skill”. We view recycling as a process of reactivating and reusing appropriate components of a wide range of prior experiences under new conditions and in new combinations to generate a new product. Besides it can be reintroduced by using new techniques Recycling is different from revision. The latter is often aimed at revising before tests and is organized by the teacher to wind up the material of a topic or a few units. The goal of recycling is to guarantee a continuous and appropriate use of what has been learned before to achieve some new purpose. Both of them turn on memory mechanisms, but recycling is much broader in meaning and its functions. Revision implies a review of a certain portion of the previously studied material (vocabulary or grammar) within a definite period. Conversely, recycling suggests an appropriate use of any components of the prior experiences, regardless of the time and place where and when they were acquired, under new circumstances whenever they suit the context and the situation [1]. Therefore, revision mostly relies on recall and accurate reproduction while recycling is based on a wide range of psychological mechanisms, both cognitive and affective. Recycling is more about the ability of the agent to quickly and efficiently recall and choose the appropriate components of the experiences from the long-term memory and then transfer them into the working memory to achieve the purposes of the activity that the agent is doing. Thus, recycling focuses on the transformation of the whole person’s experiences providing opportunities for further more challenging activities and their new products in the new situations. Properly arranged and regularly practiced, recycling provides the agent’s flexibility and fluency in fulfilling some activity. In real life, recycling occurs naturally. But

foreign language learning and teaching need special measures taken by the teacher even if the student has already reached an advanced foreign language proficiency level [2].

Learners understand and will be aware of the majority of the words while reading or listening, but it is often a problem to use them in spontaneous communication. They generally support the idea of regular recycling of the materials they read, listened to, watched, or discussed earlier. In our view, recycling promoted at more advanced levels of foreign language acquisition is not less important than before for several reasons.

In case it is properly organized, it makes students' skills more flexible and considerably improves their fluency in both oral and written self-expression. Regularly enforced by the teacher or self-initiated by learners, recycling consolidates, transforms, and enriches their experiences as well as develops compensatory strategies. Due to all this, students become more confident, successful, and independent in foreign language communication. To facilitate recycling at the advanced level, teachers can use a variety of techniques that will enhance the students' foreign language communicative competence [3].

Repetition of the same I think the best way of building recycling opportunities within lessons is by using the same language in different, varied activities. using the PPP model (Presentation - Practice - Production) this is easy, as you provide examples of new language through listening or reading, practice them with the help of controlled oral and written exercises, then further recycle them in free writing, for example as homework tasks.

There are a lot of tasks that could be used within a single lesson or lesson sequence when presenting and practicing the tenses. It takes only a few minutes for each task. You will make a note of how the same language is recycled many times, even though the precise activity changes. Every repetition gives the students' brains more ability to form long-term memories of sounds, vocabulary, and structures which can form the basis of free use at a later time. There are a lot of ways, in which language can be recycled:

Listening to the teacher while watching a sequence of pictures depicting activities. e.g. I played basketball, I watched a cartoon, I danced, I build a house; hiding the picture while students imagine what it was, re-using the language already heard; revealing the written edition of the language used; having the whole class read it aloud together; putting the whole order together and reading it aloud; hiding the language, then the teacher reads aloud the sequence with gaps for the students to complete orally or in written form; revealing the written version once more and giving true/ false statements about it for students to correct [4].

Revealing the text and asking students to do their best to explain in L1. Then you can give students some new verbs which follow the same pattern and ask them to make up whole sentences or new phrases;

It is worth noting how tightly controlled the release of language is, how carefully the language is chosen for difficulty. By limiting the focus in this way, the cognitive requirement for students is reduced and they can focus on the key

elements being taught. Here I am going to point out some techniques for recycling texts.

Learners must recall as much as possible of a text. We learn a language generally, some people would say entirely, from the language that we process for meaning. We learn by engaging with texts and processing them for meaning, and from seeing the way texts are put together. So learners need to make the most of the texts they have worked with. They should not simply put them aside and forget them.

Some techniques which are used in priming can also be used in recycling. We can ask learners to re-read a text for homework and then set a quiz in class to be answered without looking at the text. However, with a text, they have already read more than once, true/false or multiple-choice questions would probably be too easy. So we should probably give a set of open-ended questions. Students read the text and then, after a week or two, we can ask them to review the text for homework. One group of learners acts as 'question master' and prepares a comprehension test with ten questions about the text, and the second one can answer from memory, without reference to the text [5].

A well-planned course will have built-in numerous opportunities to recycle language, especially high-frequency language. In the so-called spiral curriculum model used by many textbooks, an area of vocabulary or grammar will be revisited at least once a year, perhaps sometimes more often. One criticism leveled at this model is that the gap between each 'revisit' is so long that many students have forgotten what they previously learned, so, in effect; you need to start teaching the whole thing again. We can call it, a common complaint of language teachers. The solution is to ensure that day by day you attempt to incorporate key language as often as possible in new contexts and also to recycle it in classroom talk by, for instance, asking students in L2 what they did at the weekend to revise the preterite/perfect tense. If you do not do so and just move on to a new topic, leaving the previous one behind completely, students are more likely to forget what they have done. If you have your classroom, retaining key elements of each point taught throughout the year on a 'teaching wall' could enable you to ensure that knowledge is retained.

## Reference

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- 3 Berg, Thomas. "Structure in Language: A Dynamic Perspective." [Text]/ Routledge, 2009.
- 4 <https://www.teachingenglish.org.uk/article/natural-order> 5.

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