

and engaging way. It also can be an effective method of learning for teenagers and adults due to its focus on creating a positive and supportive learning environment, engaging teaching techniques, and emphasis on boosting confidence and motivation.

Overall, suggestopedia's innovative and multidisciplinary approach to language teaching, combined with its focus on relaxation, positive suggestion, and meaningful learning experiences, make it a highly effective and valuable method for language learners of all levels.

References

1. Richards, J.C. and Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press
2. Rapport final. Expert Working Group on Suggestology and Suggestopedia. UNESCO. Sofia. 1980. ED/SCM/MMT, ED.80/WS/160. Retrieved 22 July 2023.
3. Suggestology and suggestopedia: theory and practice. Expert Working Group on Suggestology and Suggestopedia. UNESCO. Sofia. 1978. ED.78/WS/119. Retrieved 23 July 2023.
4. Suggestology and suggestopedia: theory and practice. Expert Working Group on Suggestology and Suggestopedia. UNESCO. Sofia. 1978. ED.78/WS/119. Retrieved 23 July 2023.
5. Rapport final. Expert Working Group on Suggestology and Suggestopedia. UNESCO. Sofia. 1980. ED/SCM/MMT, ED.80/WS/160. Retrieved 22 July 2023.
6. Harmer, Jeremy. *The Practice of English Language Teaching*. 3rd Edition. Pearson Education Limited, 2001
7. https://www.researchgate.net/publication/376689675_Suggestopedia_method_advantages_and_disadvantages
8. The advantages and disadvantages of teaching english using suggestopedia | PDF <https://www.slideshare.net/abdelrahmanmohmedain/the-advantages-and-disadvantages-of-teaching-english-using-suggestopedia>

TEACHING CHILDREN USING A TOTAL PHYSICAL RESPONSE (TPR)

Jasmina ABDURASULOVA
Student of UzSWLU
Adviser: D.T. MUHITDINOV

Annotation. *English instruction should be engaging, repetitive, and understandable—especially for young learners. They should be taught English using suitable approaches while doing this. The method is called Total Physical Response and this method is one of the alternative teaching strategies that can be used in the classroom. Using this approach, students act as models and performers of language until they feel comfortable speaking for themselves. The teacher takes on the responsibilities of an order taker, a model giver, and an action monitor.*

Key words: *young learners, total physical response (TPR), alternative method.*

Introduction. The right teaching resources and techniques are needed to properly teach English in primary schools. This is why it is appropriate to introduce one approach that is thought of as part of the efforts to teach English to children. This study begins with outlining the features of youngsters before delving into a detailed discussion of such a method. Language learning with a focus on body movement and language acquisition is called Total Physical Response, or TPR as it is commonly known. Singing, dancing, and bodily movement all function incredibly well with this method because they assist the student mentally commit the action and its meaning. Since, there is not any immediate obligation to speak the language, learners can really enjoy themselves while picking up a new language.

Teaching children effectively often requires engaging methods that cater to their natural learning tendencies. One such innovative approach is Total Physical Response (TPR), a language teaching method developed by Dr. James Asher in the 1960s. TPR is based on the coordination of language and physical movement, making it particularly effective for young learners. By integrating commands with physical actions, TPR leverages the children's inherent ability to learn through movement and play, creating a dynamic and interactive classroom environment. This article explores the principles behind TPR, its benefits, and practical ways to implement this method to enhance children's language acquisition and overall learning experience.

Benefits of TPR

1. Engages Young Learners: Children are naturally active and enjoy moving. TPR leverages this by incorporating physical activity into learning, keeping children engaged and attentive.

2. Improves Memory and Retention: By associating words with actions, children are more likely to remember vocabulary and phrases. Physical movement helps embed language in long-term memory.

3. Reduces Anxiety: TPR focuses on comprehension and physical response rather than immediate verbal production, which can reduce the stress and anxiety often

associated with language learning. Children feel more confident as they are not pressured to speak until they are ready.

4. Caters to Multiple Learning Styles: TPR appeals to visual, auditory, and kinesthetic learners. By combining seeing, hearing, and doing, TPR ensures that all students can engage with and benefit from the lesson.

Drawbacks of TPR

1. This is not a really inventive approach. Because not everything can be explained using TPR, students are not given the chance to creatively express their own opinions and thoughts.

2. It is easy to abuse TPR.

3. It is limited. It needs to be paired with different strategies.

What is the classroom application of TPR?

TPR is a great method for teaching verbs, imperatives, directions, process stages, new vocabulary terms, etc.

1. Preparation: Before class, the instructor compiles a list of vocabulary words or verbs.

2. Teacher Demonstration: The teacher now says the verb loudly while demonstrating it with body language and dramatic gestures.

3. Student Practice: As the teacher pronounces the term loudly, the pupils now perform the activity.

4. Student Participation: Students simultaneously repeat the word out loud and perform the activity.

5. Writing: To help kids understand how to write a word, the teacher writes it on the board.

6. Practice and Repetition.

What does a complete bodily response look like? When a teacher employs complete physical reaction in the classroom, they can: 1. Select a verb or vocabulary word from the prepared list. For example, take a shower. 2. Exaggerate the act of having a shower by massaging your entire body, lifting your arms to clean your armpits, washing your face, scrubbing your back, and even singing while you're in the shower. The instructor says the verb aloud and performs the action. 3. While the teacher states the verb aloud, have the pupils mimic the activity

Here are some examples of how TPR can be used in different learning contexts:

Example 1: Teaching Verbs

The teacher says, “Stand up,” and the students stand up. The teacher then says, “Sit down,” and the students sit down. This process can be extended to other verbs such as:

- “Jump”
- “Clap your hands”

- “Turn around”
- “Touch your nose”

Example 2: Learning Classroom Commands In a classroom setting, the teacher can give commands that involve objects in the classroom:

- “Open your book”
- “Raise your hand”
- “Close the door”
- “Point to the window”

Example 3: Vocabulary Building with Objects The teacher shows different objects and gives commands related to them:

- “Pick up the pencil”
- “Put the apple on the desk”
- “Take the book from the shelf”
- “Put the toy in the box”

Example 4: Following Directions For more complex instructions, the teacher can combine multiple actions:

- “Walk to the door and knock”
- “Pick up the red ball and throw it to a friend”
- “Draw a circle on the board and then sit down”

Example 5: Storytelling with Actions The teacher tells a story and the students act it out:

- “The boy runs to the store”
- “The girl picks flowers in the garden”
- “The dog jumps over the fence”
- “The cat sleeps under the tree”

Activities and games that utilize TPR:

1. Simon Says. A classic game where the teacher gives commands preceded by “Simon says,” and students must follow only if the command includes that phrase. If the command is given without “Simon says,” students should not follow it. • Example: “Simon says touch your toes,” “Simon says jump,” “Clap your hands.”

2. Action Songs. Songs with actions that students can follow along with, such as “Head, Shoulders, Knees, and Toes,” “If You’re Happy and You Know It,” and “The Hokey Pokey.” • Example: “If you’re happy and you know it, clap your hands.”

3. Role Play. Students act out different scenarios or stories. This can be done with props and costumes to make it more engaging. • Example: Acting out a day at the market, a visit to the doctor, or a restaurant scene.

4. TPR Storytelling. The teacher tells a story with physical actions, and students mimic the actions as the story unfolds. • Example: “The lion roared loudly” (students roar), “The mouse scurried quickly” (students mimic running).

5. Charades. Students take turns acting out vocabulary words or phrases without speaking while the rest of the class guesses what they are acting out. • Example: Acting out verbs like “swimming,” “flying,” or “cooking.”

6. Scavenger Hunt. Create a list of items or actions for students to find or do around the classroom or outdoor area. • Example: “Find something blue,” “Touch the tree,” “Pick up a pencil.”

7. Follow the Leader. One student is the leader and performs actions that the rest of the class must follow. • Example: The leader jumps, claps, spins, etc., and the class mimics these actions.

8. Command Chain. Students stand in a circle. The teacher gives a command to the first student, who performs the action and then passes a different command to the next student. • Example: “Jump once,” “Turn around,” “Touch your toes.”

9. Relay Races. Students are divided into teams. Each team member must perform a specific action before tagging the next teammate. • Example: Running to a designated spot, hopping back, or balancing a book on their head.

10. Picture Instructions. The teacher shows a series of pictures, and students must act out what they see. • Example: Pictures of actions like “brushing teeth,” “reading a book,” “playing soccer.”

11. Dance Freeze. Play music and have students dance. When the music stops, they must freeze in place. The teacher can give commands during the freeze periods. • Example: “When the music stops, touch your head,” “When the music stops, stand on one leg.”

Conclusion. A teacher must serve as a model when implementing TPR in the classroom. Three key components make up the model: 1) understanding spoken language must come before speaking; 2) comprehension is acquired through body language; and 3) listening time helps learners become prepared to talk. It is also advised to apply TPR for brief intervals of time, as the learner will become weary of it. The most crucial thing to remember is that this strategy deemphasizes the use of mother tongue. If there are any abstract terms, the teacher must write them down without explaining them on the white or black boards. In general, an action helps one understand the meaning of a term.

References

1. James J. Asher (2000). Learning Another Language Through Actions.
2. <https://www.jstor.org/stable/322091>
3. <https://teacherblog.ef.com/total-physical-response-efl-classroom/>

4. <https://sastra.um.ac.id/wp-content/uploads/2009/10/Teaching-Children-Usinga-Total-Physical-Response-TPR-Method-Rethinking-Handoyo-Puji-Widodo.pdf>
5. <https://elisaarandilla.wordpress.com/advantages-and-disadvantages-of-tpr/>
6. <https://study.com/academy/lesson/total-physical-response-methodexamples.html>

ENHANCING ENGLISH LANGUAGE LEARNING THROUGH TOTAL PHYSICAL RESPONSE (TPR) METHOD

Dilnoza SUNNATOVA

Student of UzSWLU

Adviser: D.T. MUHITDINOV

Annotation. *This article deals with the importance of TPR in teaching foreign languages and its benefits and drawbacks have been discussed with examples. Moreover, the author explains about how to use the TPR effectively and how educators can design immersive learning environments that encourage student engagement and comprehensive language development.*

Key words: *Total Physical Response (TPR), hands-on approach, physical activity, linguistic acquisition, language instruction*

Language learners often find it difficult to acquire English, especially when it comes to learning grammar and vocabulary at the same time. Educators have looked into a number of ways to involve students in the language learning process, and one such strategy is Total Physical Response (TPR), which has drawn attention for its creative and hands-on approach to language instruction. This article will explain the fundamentals of TPR and examine how it can be used to improve language learning.

TPR was developed by Dr. James Asher in 1970s. Asher himself was not linguistic, he was professor in psychology. TPR is the result of Asher's belief that children learn their first language by following their parents' instructions; in the teaching of first language, learners seem to do a lot of listening before they speak; learners have a connection to reality and materials should be taken by daily life; in this approach, language is acquired through listening to others say things, meaning is obtained through seeing and performing physical actions; it is stated that comprehension comes before production.