



**O‘ZBEKISTON RESPUBLIKASI OLIY TA'LIM, FAN VA  
INNOVATSIYALAR VAZIRLIGI**

**BUXORO DAVLAT UNIVERSITETI**

**EFFECTIVE WAYS OF ORGANIZING  
LEARNER CENTERED CLASSES  
IN ENGLISH LANGUAGE CLASSROOM**

**Xalqaro miqyosdagi ilmiy-amaliy anjuman**

**MATERIALLARI TO'PLAMI**

**23 APREL, 2024**

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eshitish tasavvuri paydo bo`ladi. Muallim oddiygina qilib tovushning artikulatsiyasi haqida amaliy ko`rsatma beradi: lablar dumaloq holda oldinga cho`chchaytiriladi. Shu paytning o`zida tovushni, takror-takror aytib ko`rsatadi. o`quvchilar muallim taklifi bilan lablarini talaffuz holatiga keltirishni mashq qilishadi.

## **EFFECTIVENESS OF TEACHING ENGLISH TO YOUNG LEARNERS THROUGH TPR METHOD**

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***ABSTRACT:*** *This article deals with the importance and benefits of using TPR (total physical response) method in teaching foreign languages and improving language skills of young learners.*

***KEY WORDS:*** *TPR (total physical response), young learners, short attention spans, language acquisition, language skills, listening, speaking, coordination of speech and action, physical (motor) activity.*

The main goal of teaching young learners is to encourage children to use the target language in their life, as well as, using different activities to improve young learners' language acquisition. Language skills in young children develop in a three-step process that involves hearing the words repeatedly, making an association between familiar words and what they represent, and attempting to imitate or speak the words. As young children are extremely energetic and playful, as well as, tend to have short attention spans and a lot of physical energy, teaching through TPR (total physical response) method is considered a very effective way of learning a foreign language.

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TPR stands for Total Physical Response and was created by Dr. James J Asher, a professor of psychology at San Jose State University of California. Asher developed TPR - total physical response as a result of his experiences observing young children learning their first language. He noticed that interactions between parents and children often took the form of speech from the parent followed by a physical response from the child. According to his observations Asher made three hypotheses:

*first, that language is learned primarily by listening;*

*second, that language learning must engage the right hemisphere of the brain;*

*third, that learning language should not involve any stress.*

Asher believes that it is crucial to base foreign language learning upon how children learn their native language. In other words, TPR is based upon the way that children learn their mother tongue. Parents have 'language-body conversations' with their children, the parent instructs and the child physically responds to this. It is a teaching method that can combine the meaning of English words with actions, pictures, and objects. It is not only a useful way to teach the accurate meaning of each English vocabulary to the pupils, but it can also help them to recall the meaning of them. It also emphasizes the interest value, which is suitable for the pupil's learning characteristics.

TPR aims to teach learners oral proficiency and conversational fluency in a second language. It emphasizes the voices, actions and gestures of learners and teachers rather than the text or media. It is a language teaching method built around the coordination of speech and action, which attempts to teach language through physical (motor) activity. The most important principle is that only the target language is used for all instructions and the basic idea of the TPR method is that the language learners can comprehend the words in the target language said by their teachers and then they respond physically to it.

The *principles* of TPR include:

✦ *The teacher plays the role as the director, and the pupils respond*

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*physically in accordance with the instructions of the teacher;*

✦ *Listening, comprehending and then physical response are emphasized more than oral productions;*

✦ *The imperative and interrogative modes are usually employed:*

✦ *Humor is often employed to increase the enjoyment of learning;*

✦ *Listening ability and vocabulary must be developed first;*

✦ *There must not be any stress in the class;*

✦ *Regular repetition, the more often we trace memory and the more intensively we repeat*

✦ *Action verbs are the core of TPR;*

✦ *Expose the natural use of language;*

✦ *Create an artificial English community in the classroom;*

Imperative drills are the prominent classroom activity in TPR, as they highlight physical actions and activity on the part of the learners. In this sense, learners play main roles: a listener and a performer. They listen attentively and respond physically to commands by the teacher. Learners need to respond both individually and collectively; and the teachers are responsible for giving commands and monitoring actions taken by the learners. On the contrary, the learners are imitators of teachers' verbal and non-verbal models. There are two main phases in teaching-learning process using TPR method:

➤ *the first phase is modeling.* In this case, a teacher issues commands to learners, and performs the actions with them.

➤ *in the second phase, learners demonstrate* that they grasp the commands by performing them alone; the teacher monitors the learners actions.

One of the methodologists, Widodo states the following *advantages of teaching English to young learners through TPR method:*

✦ *It is a lot of fun. Learners enjoy it, and this method can be a real stirrer in the class. It lifts the pace and the mood;*

✦ *It is good for kinaesthetic learners who are required to be active in the*

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*class;*

- ✦ *It can be used both in large or small classes. In this case, it is no matter to have how many students you have as long as you are prepared to take the lead, the learners will follow;*
- ✦ *It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the learners are able to comprehend and apply the target language;*
- ✦ *It involves both left and right-brained learning;*
- ✦ *It is very memorable. It can assist pupils to remember phrases or words.*
- ✦ *It can make the teaching more enjoyable for both teachers and pupils.*
- ✦ *It is suitable for the children who are required to be active in the class.*

TPR can be used to teach and practice so many things as :

- *Vocabulary connected with actions (smile , chop , headache , wriggle )*
- *Grammatical items including tenses past/present /future /continuous (every morning I clean my teeth , I make my bed ,I eat breakfast )*
- *Classroom language ( open your books)*
- *Imperative /instructions ( stand up , close your eyes, etc )*

So, we can point out that TPR method turned out to be an important part of the daily teaching activities. The combining of curricular activities with new method not only helps pupils to develop speaking, but grammar as well; pupils can also internalize new vocabulary, improve pronunciation, and improve modulation, among other oral communication skills. Besides, they can acquire new vocabulary and understand the usage of grammar items in a real context through exploring activities related to the theme.

In addition, learners enjoy the classes while learning a foreign language. When using TPR activities, they were more motivated and talked in a nonthreatening environment. Learners practiced the vocabulary, laughed and developed the activities with confidence. On the other hand, an average number of pupils looked very concerned and shy; they thought it was not going to be possible for them to

improve their communicative skills and they experienced some difficulties at the beginning, but along the process they found they could improve little by little.

In conclusion we can state that for the successful teaching of English in primary schools, it is essential for the teacher to understand the young learners characteristics, instincts, and interests in their cognitive, linguistic, and emotional aspects, because this will play a crucial role in how the teacher builds a lesson, he or she can make sure that the young learners are fully involved in the learning process, how he or she achieves the objectives of a lesson, and how they respond.

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