

USING THE TPR (TOTAL PHYSICAL RESPONSE) GRAMMAR GAMES AT ENGLISH LESSONS

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Abstract: This article focuses on establishing the theoretical foundation that underpins the integration of Total Physical Response (TPR) grammar games into English language lessons. This chapter serves as the cornerstone for understanding the pedagogical rationale and principles guiding the utilization of TPR methodology in language instruction.

Learning English is an essential part of the educational system of our country. So far, there have been made several decisions on developing English language comprehension among the students as well as attempts to enhance students' level of knowing English language. Recently has been adopted a new law of the Republic of Uzbekistan about sustaining reformulated, effective learning of foreign languages (with accent on English) in the country.

On May 19, 2021 President of the Republic of Shavkat Mirziyoyev signed a decree «On measures to bring the activities of popularization of learning foreign languages to a qualitatively new level in the Republic of Uzbekistan».

The Cabinet of Ministers decision to provide benefits and incentives to pupils, students and teachers with a certificate of competence, released in August 11, 2017, No PP- 610 and the National Program for Training the Personnel in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created. During the years of development, thousands of teachers of foreign languages graduated from the universities and other educational establishments, English, German and French multimedia tutorials and textbooks for 5-9 grades of secondary schools, electronic resources for learning English in primary schools have been created, more than 5000 secondary schools, professional colleges and academic lyceums have been equipped with laboratories.

However, analysis of the current system of organizing language learning reveals that learning standards, curricula and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education is mainly conducted in traditional methods. Further development of a

continuum of foreign languages learning at all levels of education, improving skills of teachers and provision of modern teaching materials are required. According to the decree, starting from 2013/2014 school year foreign languages, mainly English, throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second year.

In the contemporary landscape of language education, the quest for innovative methodologies to enhance English language acquisition remains a critical endeavor. This diploma work embarks on an exploration of the utilization of Total Physical Response (TPR) grammar games in English language lessons, aiming to enrich pedagogical practices and invigorate student engagement.

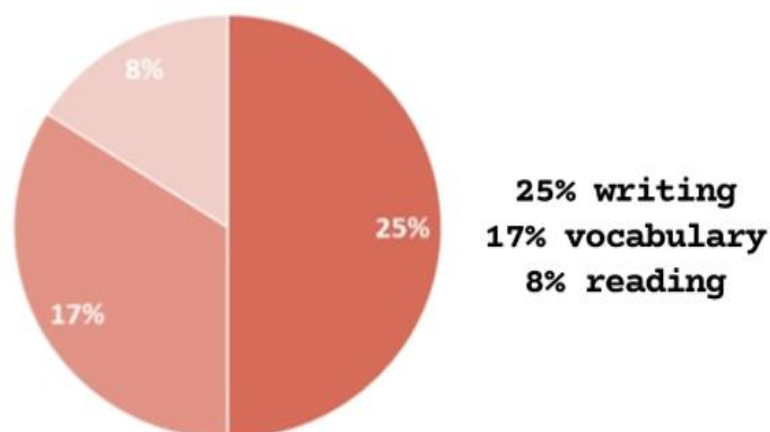
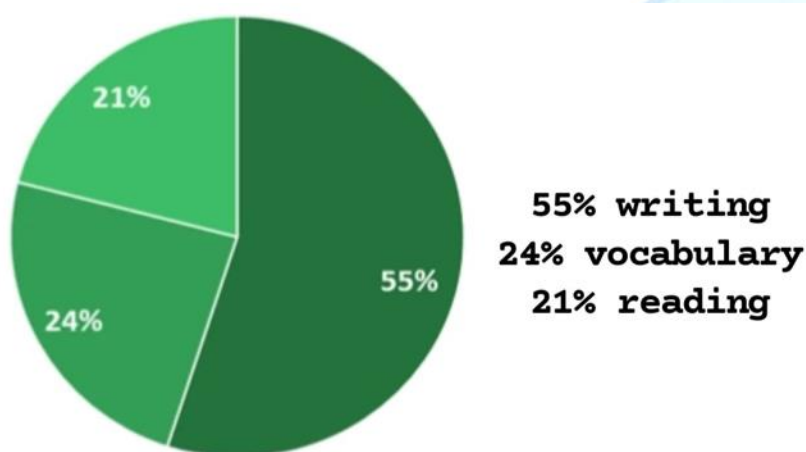
TPR or Total Physical Response is a language learning method that makes use of body movements with the acquisition of the new language. Teaching a foreign language is a complex process involving the use of various techniques. Let's start with one of the most «mysterious» methods, the TPR (Total Physical Response) method is a method of full physical response, it is also a method of active use of sign language and actions. TPR is a language learning method that makes use of body movements with the acquisition of the new language. It is great for kinesthetic, audial and visuals, as it is aimed at perception through the senses. Among the methods, perhaps one of the most interesting is TPR (Total Physical Response) was developed by the American psychologist James Asher in the 1970s.

The method is based on the coordination of speech and action: each phrase of the teacher is accompanied by movements that are repeated by the students, thus they assimilate the meaning of the foreign language utterance. The main goal of this method is to teach oral speech. Representatives of this method consider speaking skills to be prevalent, as they believe that having mastered speaking, students will easily master other communication skills, being not trained by them. The material for learning a foreign language are the topics of everyday use that are necessary for practical application. Workspace organization: Cabinet design: The foreign language classroom should cease to be a regular school room — during classes it becomes part of the foreign language world and students need to feel it. Since learning is not provided for in the mother tongue, students will need to be supported in a foreign language. For example, it is recommended to place all sorts of charts and tables with grammar rules, lists with the necessary lexical minimum, including the phrases of active use within the lessons (Classroom language). It is advisable to attach tags with English names on all items.

In order to find out the impact of TPR method in students' learning I during our practice in primary school I decided to divide my classes into 2 categories: first where most of the lesson has TPR method and second group where it is not much. Since both

of my classes are elementary classes it allowed me to keep a balance between the two classes. From the first month of our practicum, I started to introduce a lesson in 2 «к» class using TPR method. We had active lessons and played games. The main topic in the TPR method I took "dictation". In the experimental group I conducted dictation in the interactive method, we always wrote "running dictation". They all participated actively and with pleasure. At the end of the lesson was the task to memorize all the words that we wrote during the dictation and the next lesson we used the same words in the game "hot spot". Over time I started to notice that it helps them to learn the words and memorize the spelling of the words. In the regular group, where we did not often use the TPR method, the pupils wrote the dictation well, but not as enthusiastically as in the first group. It was much more difficult for them to memorize new words than for the other group. Thus, I can say that the TPR method works well in the primary grades and has a very good effect on the students.

Here you can see the difference between two groups which learned English language with the help of TPR method and the group which used TPR method only partially:



In conclusion, I can say that the TPR method is an effective approach in teaching young learners. As children enjoy playing and engaging in active activities,

they can easily absorb new information through the TPR method. Therefore, I believe that incorporating the TPR method into children's education is necessary.

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