



THE USAGE OF TOTAL PHYSICAL RESPONSE IN PRIMARY SCHOOLS IN UZBEKISTAN

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In this article authors study the usage of the Total Physical Response (TPR) approach in Uzbekistan primary schools with an emphasis on first-grade classes. Because it integrates spoken language with physical activities, TPR is seen to be one of the best methods for teaching second languages because it helps students make the connection between language and movement. For young students in particular, this method is advantageous since it makes the learning process more dynamic, interesting, and memorable. Through the use of physical responses, children are able to internalize vocabulary more effectively and demonstrate better comprehension of new concepts. The study emphasizes that the integration of TPR not only motivates learners but also creates a supportive classroom atmosphere. Consequently, developing and implementing TPR in primary education can lead to significantly improved learning outcomes.

INTRODUCTION

It is known that the amount of teaching methods is increasing day by day in modern Education System. Some of them are famous for their productiveness and teaching strategies. The usage of sophisticated teaching styles makes easy to learning process especially in primary school (children between the ages of about five and eleven).

As characteristics of pupils in this age, they are more involved in activities and independent, with light emotions. And some pedagogies are constructed for their light playful nature. For instance, teaching method "Total Physical Response" (TPR) is used effectively in many countries for many years. It is an article we are going to analyze methodological inquiries of Total Physical Response in the primary schools of Uzbekistan.

As an independent state the government of Uzbekistan is making great attention to the education system and teaching foreign languages in educational places, for example, teaching English, especially in primary schools, has been fully encouraged in Uzbekistan nowadays. For this purpose, teachers and learners who gained C1 and B2 levels are given monthly salary bonuses.¹ Hence, the supporting of teaching English in schooling system, modern teachers are working not only by traditional teaching techniques but also nontraditional schooling methods like communicative teaching and Total Physical Response. Including all of the factors, we are going to discuss the usage of Total Physical Response in Primary education system as the example of the 3th form learners.

LITERATURE REVIEW

Dr. James Asher, an American psychologist, created Total Physical Response for the first time in the 1970s. He teaches psychology at San José State University as an emeritus professor. Its foundation is the synchronization of speech and motor skills. Using whole-body motions, students reply to orders given by teachers in the target language during Total Physical Response (TPR).

This methodology exemplifies the comprehension-based approach to teaching languages. Both passively learning the language's structure and rapidly identifying meaning in the language being taught are achieved through listening and responding (with actions). Grammar can be acquired from language input rather than being explicitly taught. Learning vocabulary through TPR is beneficial, particularly when it comes to idiomatic terminology like phrasal verbs.

Asher's observations of young toddlers learning their first language led him to develop TPR. He observed that parent-child interactions frequently involved the adult speaking, followed by the youngster responding physically. Based on his observations, Asher formed three hypotheses: the first was that language is largely learnt by hearing; the second was that language learning requires activation of the right hemisphere of the brain; and the third was that stress should not be a factor in language learning.

Total Physical Response is frequently applied in conjunction with other strategies and tactics. While it can be utilized with pupils of all abilities and age groups, it is particularly well-liked by novices and younger learners.

The following are some benefits of incorporating Total Physical Response into English teaching and learning activities: (1) It's entertaining, which many kids find enjoyable; (2) It can aid students in remembering English vocabulary and expressions; (3) It can be used in both large and small classes; (4) It accommodates both adult and young learners; and (5) It's appropriate for active learners in the classroom.²

METHODOLOGY

Comparative and content analysis used for comparing TPR in the students' book and work book for the 1st form learners in the Primary schools of Uzbekistan while paying attention to the cultural and linguistic features of English and Uzbek mentality.

Numerous researches have backed up the notion that TPR, especially for novices and younger learners, can be especially helpful in the early phases of language acquisition. TPR is frequently commended for its capacity to improve memory retention through kinesthetic learning, stimulate motivation, and actively involve students. Although TPR is beneficial on its own, it is frequently combined with other teaching strategies to produce a thorough language learning environment.

RESULTS AND DISCUSSION

Around the world, TPR is extensively used in primary education and although there may not be much documentation of specific TPR studies or projects in Uzbekistan, it is likely that kinesthetic approaches, such as TPR, are utilized in language education. The Uzbek government may be looking into novel teaching techniques like TPR as part of its efforts to enhance language instruction. Authors analyzed in the following example activities based on TPR which were taken from the

¹ Teachers' salaries surge 2.5 times in Uzbekistan, enhanced by skill-based bonuses; Source: President's press service; 28.08.2023.

² A. Rokhayati, Promoting Total Physical Response (TPR) for young learners in English Class – Indonesia, The 2nd TEYLIN International Conference Proceedings, (April), 2017. – 75-80 p.

Student's book and Work book of the 1st form in the Primary school in Uzbekistan:

1. On page the 89th of "Guess What! Workbook 1" there is the Task 5 which a student should describe with actions the given mini pictures. Then other learners should find which part of body is described by body language. By the help of this task they remember better parts of body.



To addition this task, a student should describe with actions and gestures which is given mini pictures. Then other learners should find which action is described. By the help of doing it in self they strengthen their lexical resources.

3. On page the 92th of "Guess What! Workbook 1" there is the Task 8 that given several pictures – "bird, crocodile, elephant, giraffe, hippo, lion, monkey, snake, spider, zebra". Pupils should read it loudly in order to remember well.

For improvement, the TPR method "Charades" can be best solution, in this method teacher must first introduce each with flashcards, act out each of the animals itself, and students say each out loud with teacher. Then teacher divides the class into two teams. Each student must take a flashcard, picture or card with an animal written on it, and pantomime the movements involved in acting the animals so that his or her teammates can guess what it is. Teammates have to answer in complete sentences: "You are showing bird!" It is helpful for learning these words more efficiently.

4. On page the 7th of "Guess What! Student's book 1" there is the Task 4 which students should grate with and ask each other's name by acting. By the help of this task they get experience to use these phrases in real life situation.

For better results, students should make mini role play by including using of given words, the teacher should divide the class in to three groups, and per member from each group should prepare their own speech including those words.

5. On page the 11th of "Guess What! Student's book 1" there is the task 13 that students listen the audio and repeat the listened phrase "Look! It's a lizard!" by acting. By repeating it with acts, they can remember new word better.

In addition, teacher can use given words with the "Circle game" method (TPR) - the teacher says and performs an action which students repeat. The last student to react is out - for interact pupils.

6. On page the 16th of "Guess What! Student's book 1" there are task 2 and 3 that in first task students should listen the audio and repeat the listened words like "board, desk, window, book, pen, etc.". and in the next task, children should listen those words, and show those items by saying. By repeating it with acts, they can remember new word better.

For making it more fun, the teacher should use the method "Scavenger Hunt Challenge" by dividing the class in teams and giving instructions one by one, such as: Bring me math book

Touch the first window from the left

Write you name on the board

To update the task, teacher can organize the game that a pupil uses his or her own body without saying any words, for example one can do some movement of hand, and others find that hidden word is "hand".

2. On page the 9th of "Guess What! Workbook 1" there is the Task 7 that students should to call loudly the name of the actions which is depicted by pictures.

To addition this task, a student should describe with actions and gestures which is given mini pictures. Then other learners should find which action is described. By the help of doing it in self they strengthen their lexical resources.

Shout out your favorite color

Dance salsa

7. On page the 19th of "Guess What! Student's book 1" there is the Task 8 which a student should do actions which shown in the book, and others should find the word which is described with action. In this task, they learn verbs doing it by actions.

To update, one pupil gets on the board, others say the verb in their mother language, and the pupil should find the English version of the said words and do it by actions.

8. On page the 21th of "Guess What! Student's book 1" there is the Task 12 that given dialog in the audio format:

- Hello! My name is Robin!

- Hello! Nice to meet you!

Pupils should make dialog with each other using these phrases. It is helpful for learning grating, as well as using it in a real life.

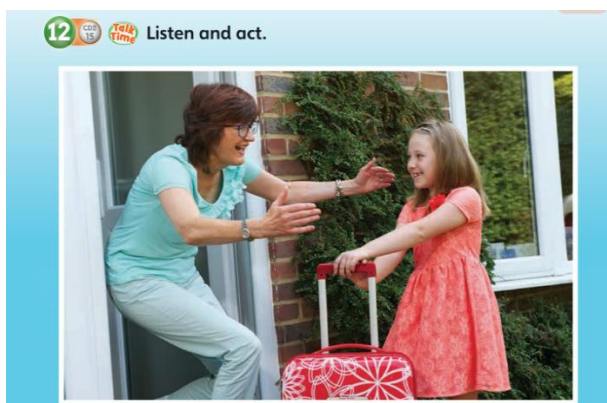
To enhance, teacher should set the role that every day pupils should great with each other and teachers in English.

9. On page the 31th of "Guess What! Student's book 1" there is the Task 12 which students should listen the audio, and repeat the dialog with a pair, participating words related to the topic "birthday party". Kids can learn new word phrase using them with friends.



To make better, students should make a big role play which is callad "Suzan's birthday party" and use the words by acting.

10. On page the 43th of "Guess What! Student's book 1" there is the Task 12 which all participants should listen the audio, and teacher makes dialog with pupils. Teacher in a role grandmother, while kids play a role of grandchildren. Kids can learn new word phrases using them with older one. Moreover, it increases their confidence by experiencing it.



To improve, instead of teacher the classmates should make dialog with each other.

On page 53 of "Guess What! Student's book 1" there is the Task 12 which pupils should listen the audio of task and teacher makes dialog with students, participating words and word phrases: – Take care of things! – Sorry!

It is helpful for activating passive words, as well as they can understand in what kind of occasions those phrases can be used.

In conclusion, even though TPR may not be the subject of particular research projects or studies in Uzbekistan, the technique probably has an impact on language instruction and is consistent with international trends in language teaching approaches.

The investigation of the Total Physical Response (TPR) approach in Uzbek primary schools provides insightful information on the method's usefulness and practical implementation in the context of language learning. The results of the article's study are summarized in this discussion, which also places them in the larger context of language teaching approaches.

Alignment with Primary Education Goals: The TPR method's focus on kinesthetic learning and incorporation of physical movement is in line with the learning preferences and developmental requirements of primary school pupils. Through interactive, practical exercises, TPR facilitates language learning in a fun and organic way, boosting the development of pupils' physical and cognitive skills.

Cultural and Linguistic Relevance: Taking into account the linguistic and cultural background of Uzbekistan, the TPR method provides a culturally sensitive technique of teaching languages. Through the use of common gestures, orders, and daily actions in language learning exercises, Total Physical Response (TPR) helps students make the connection between language concepts and their experiences, which improves understanding and retention.

Teacher Training and Implementation Challenges: Comprehensive teacher training and continuous assistance are essential for the successful adoption of the TPR approach in primary Uzbek schools. To effectively scaffold learning experiences, educators must possess the pedagogical abilities and instructional methodologies needed. Additionally, there may be difficulties in modifying TPR methods to fit various student groups and classroom situations, necessitating instructors' adaptability and ingenuity.

Integration with Curriculum and Assessment Practices: It is important to give serious thought to how the TPR approach might be incorporated into current evaluation procedures and curricular frameworks. While TPR encourages language competency through experience learning, incorporating it into formal assessment frameworks could call for the use of cutting-edge evaluation instruments that can accurately and meaningfully capture students' language proficiency and communication skills.

Socio-Cultural Implications and Community Engagement: There are potential for community involvement and cross-cultural learning when the TPR approach is implemented in primary Uzbek schools. Schools may enhance children's linguistic and cultural experiences and help them feel proud of their heritage language and identity by incorporating parents, community members, and local resources in language learning activities.

Future Directions and Research Implications: More investigation is required to assess the TPR method's long-term effects and scalability as Primary Uzbek schools are experimenting with cutting-edge language teaching strategies. Studies that track children's linguistic ability, academic performance, and socioemotional growth over time might offer important insights into how effective TPR-based training is. Furthermore, comparative research examining TPR's efficacy in various age groups, linguistic competency levels, and educational contexts can help guide evidence-based policy recommendations and practices.

In order to sum up, the implementation of the Total Physical Response approach in Uzbek primary schools has the potential to improve language learning, raise cultural consciousness, and create inclusive learning environments. Primary Uzbek schools can fully realize the transformative potential of TPR by embracing cultural diversity, addressing implementation challenges, and forming collaborative partnerships with stakeholders. This will enable students to become proficient and confident language learners in an increasingly connected world.

RESULTS

A review of the Total Physical Response (TPR) method's use in Uzbek primary schools has produced a number of important conclusions about its effectiveness and its effects on young learners' language acquisition.

Positive Student Engagement: A notable result of using the TPR method in the classroom is a higher degree of student engagement. Students actively participate in language acquisition processes through interactive and kinesthetic learning activities, exhibiting excitement and willingness to learn.

Enhanced Language Retention: Students in primary schools can benefit from enhanced language retention thanks to the TPR method. Students increase their recall of vocabulary, grammatical rules, and language functions by strengthening their memory links through the associative learning of language with physical acts and practical learning.

Growth of Speaking and Listening Skills: TPR-based teaching increases primary Uzbek students' speaking and listening abilities. TPR develops oral competency and comprehension abilities, which are necessary for effective communication, by immersing students in relevant language contexts and offering opportunities for real-world communication.

Cultural and Linguistic Relevance: Students in the Uzbek environment respond favorably to the TPR method's emphasis on cultural and linguistic relevance. TPR helps young learners establish their identities and appreciate culture by incorporating well-known gestures, instructions, and cultural allusions into language acquisition exercises.

Teacher Perceptions and Professional Development: Teachers who use the TPR approach report feeling that it is a good way to encourage learning and participation among students. Teachers value the method's flexibility and adaptability since it allows them to customize lessons and meet a range of student demands in the classroom. TPR use has also promoted creativity, teamwork, and reflective practice among instructors, aiding in their professional development.

Difficulties and Room for Improvement: Although the TPR approach has numerous advantages, there are certain difficulties in implementing it in Uzbek primary schools. These include the development of proper evaluation procedures to reliably gauge student progress, the necessity of ongoing teacher training and support, and the incorporation of TPR into current curriculum frameworks. The full potential of TPR in educational contexts may also be hampered by logistical limitations like scarce resources and classroom space.

Community Involvement and Cultural Exchange: The TPR method's implementation in Primary Uzbek schools creates chances for both community involvement and cultural exchange. Through the inclusion of parents, community members, and nearby resources in language learning endeavors, educational institutions cultivate a

feeling of inclusivity and cultural awareness in pupils, augmenting their learning opportunities beyond the classroom.

In summary, the application of the Total Physical Response approach in Uzbek primary schools shows promise in terms of increasing student involvement, improving language retention, and cultivating a sense of cultural awareness in young students. Notwithstanding difficulties in execution, the encouraging results show how TPR has the ability to revolutionize methods of teaching languages and provide students the tools they need to become competent and self-assured speakers of Uzbek. To advance inclusive language learning settings in Primary Uzbek schools and maximize the efficacy of TPR-based instruction, more research, professional development programs, and cooperative partnerships are required.

CONCLUSION

The Total Physical Response (TPR) method's application in Primary Uzbek schools shed light on its value as a teaching strategy for promoting language learning, cultural awareness, and student participation. The study's conclusions highlight how TPR has the capacity to revolutionize language instruction methods and improve young students' educational experiences in Uzbek contexts.

The TPR technique encourages active student engagement and allows improved language retention in primary school kids through interactive and kinesthetic learning exercises. Through the use of well-known gestures, instructions, and cultural allusions into language learning tasks, TPR not only improves students' language skills but also helps them develop their cultural awareness and sense of self.

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Notwithstanding the difficulties in putting the plan into practice — such as the requirement for ongoing teacher training, curricular integration, and assessment development — the favorable results show how flexible and successful TPR is in primary Uzbek schools. Furthermore, the approach's ability to foster community involvement and teacher professional development highlights its potential as a catalyst for revolutionary educational reform.

Adopting the TPR method offers chances for creative partnerships, interdisciplinary learning, and inclusive pedagogical practices as Primary Uzbek schools continue to embrace innovative methods to language education. Through tackling implementation obstacles, utilizing community assets, and promoting cross-cultural interactions, educational institutions can leverage the transforming power of Total Physical Response (TPR) to enable students to become self-assured and successful language learners in a globalizing society.

To sum up, the implementation of the Total Physical Response approach in Uzbek primary schools denotes a dedication to the holistic development of students, cultural awareness, and high standards of education. Primary Uzbek schools can assist students' language, cognitive, and socioemotional development and equip them to succeed in a varied and interconnected global society by adopting the TPR tenets and creating a supportive learning environment. The transformative power of TPR-based instruction can be achieved through ongoing research, professional development programs, and cooperative partnerships, opening the door to a better future for both educators and students.