



EOC
EUROASIAN
ONLINE
CONFERENCES

ENGLAND CONFERENCE

**INTERNATIONAL CONFERENCE ON
MULTIDISCIPLINARY STUDIES AND
EDUCATION**



INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION: a collection scientific works of the International scientific conference – London, England, 2026. Issue 4

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION**». Which took place in London, 2026.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and erro



The Use of Total Physical Method in Teaching English to Primary School Students

Yo`ldoshov Javohirbek Namoz o`g`li

4th- year student of DTPI

Teacher: **Tangriyev Valisher Azamovich**

Annotation. This article discusses the use of the Total Physical Response (TPR) method in teaching English to primary school students. It explains how physical movement and actions help young learners understand and remember new vocabulary more easily. The study shows that TPR makes lessons more interesting, interactive, and effective, because students learn by doing and responding physically. Moreover, the article highlights that this method reduces stress and helps students feel more confident in using English. Overall, TPR is presented as an effective approach for improving language learning in primary education.

Keywords: Total Physical Response, TPR method, primary school students, English teaching, language learning, classroom activities, young learners.

Introduction. Nowadays, teaching English to primary school students is very important, because children start learning language at an early age and they can learn faster than adults. However, young learners usually have short attention spans, and they often get bored if the lesson is not interesting. Therefore, teachers need to use methods that are simple, active, and enjoyable. One of the useful methods is the Total Physical Response (TPR) method, which was introduced by James Asher, and it is based on learning through actions. In this method, students listen to the teacher and respond with physical movements, so they understand the meaning of words without translation. For example, when the teacher says “sit down” or “raise your hand,” students do the action, and because of this, learning becomes more natural. Moreover, TPR helps students feel relaxed, because they do not need to speak immediately, and at the same time, they learn by listening and doing. As a result, they become more confident and active in the classroom. In addition, this method makes lessons more fun, and therefore students are more motivated to learn English.

In conclusion, the TPR method is very suitable for primary school students, because it combines movement, understanding, and enjoyment, and at the same time, it helps improve language learning in an effective way.

The concept and principles of the Total Physical Response (TPR) method

The Total Physical Response (TPR) method is a language teaching approach that is based on the idea of learning through physical movement, and it helps students understand language by connecting words with actions. This method was developed by James Asher, and it focuses on listening first, and then speaking





later. Therefore, students are not forced to speak immediately, but they first learn by hearing and doing.

In TPR, the teacher gives simple commands, and students respond by performing actions, so learning becomes more active and natural. For example, when the teacher says “stand up,” “open your book,” or “close the door,” students do these actions, and because of this, they understand the meaning without translation. As a result, students remember vocabulary more easily.⁵

Moreover, one of the main principles of TPR is that language learning should be stress-free, because students learn better when they feel relaxed. Therefore, students are allowed to listen and observe before they start speaking, and this helps reduce anxiety. In addition, mistakes are not corrected immediately, so students feel more confident. In addition to its basic idea, the Total Physical Response (TPR) method also focuses on creating a strong connection between language and physical experience, because when students move and act, they understand the meaning more clearly and remember it for a longer time. For this reason, TPR is especially useful for young learners, since they naturally like to move, play, and learn through activity rather than only listening. Furthermore, TPR follows a natural order of language learning, where listening comes before speaking, and therefore students are first exposed to language through commands and actions. As they continue practicing, they gradually begin to understand more and feel ready to speak on their own. Because of this step-by-step process, students do not feel pressure, and learning becomes more comfortable.⁶

Moreover, repetition is an important part of TPR, because students need to hear and perform actions several times in order to remember new words and structures. However, this repetition is not boring, since it is combined with movement and variation, and therefore students stay engaged and active during the lesson. Another important aspect is that TPR supports different learning styles, because some students learn better by seeing, others by hearing, and many by doing. In this method, all these elements are used together, and as a result, more students can understand and participate successfully.

⁵ Anderson, J. (2020). *Teaching English to Young Learners: Critical Issues in Language Teaching with 3–12 Year Olds*. Bloomsbury Academic, pp. 45–62.

⁶ Copland, F., Garton, S., & Burns, A. (2020). *Teaching English to Young Learners: Research and Practice*. British Council Publishing, pp. 78–94.





In addition, the teacher plays a key role in guiding students, because clear instructions, gestures, and demonstrations help students follow the lesson easily. At the same time, students learn in a cooperative and supportive environment, and therefore they are more willing to take part in activities. In conclusion, the TPR method is not only about using actions, but it is also about creating a natural, enjoyable, and effective learning process, and because of this, it is widely used in teaching English to young learners.

Another important principle is that learning should be similar to how children learn their first language, and because of this, TPR uses a lot of repetition and simple instructions. At the same time, lessons are usually fun and interactive, so students stay interested and motivated. In conclusion, the TPR method is based on action, listening, and low stress, and therefore it is very suitable for young learners who need active and engaging ways to learn a new language.

The role of TPR in teaching English to primary school students

The Total Physical Response (TPR) method plays an important role in teaching English to primary school students, because it makes learning more active and understandable for young learners. Since children learn better through movement and interaction, TPR helps them connect language with real actions, and therefore they can understand words more easily. First of all, TPR helps students develop listening skills, because they listen to the teacher's commands and respond with actions. As a result, they understand the meaning of words without translation, and this makes learning more natural. In addition, students are not forced to speak immediately, and because of this, they feel less pressure and more comfortable.

Moreover, TPR increases students' participation in the classroom, because they are actively involved in activities such as standing, moving, and responding. Since young learners often have a lot of energy, this method allows them to use their energy in a positive way, and therefore they stay focused and interested in the lesson.

Furthermore, TPR helps improve memory, because when students combine language with physical actions, they remember vocabulary more easily. For example, when a student hears the word "jump" and performs the action, the word becomes easier to remember. As a result, students can recall words faster in future lessons.⁷

⁷ Brown, H. D., & Lee, H. (2021). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4th ed.). Pearson Education, pp. 112–130.





Another important role of TPR is that it creates a positive and stress-free learning environment, because students learn through fun and simple activities. Therefore, they are not afraid of making mistakes, and they become more confident over time. In conclusion, the TPR method plays a key role in teaching English to primary school students, because it improves understanding, increases participation, and helps students learn in a natural and enjoyable way.

Types of TPR activities used in the classroom

There are many different types of TPR activities that can be used in the classroom, and they help make English lessons more active and enjoyable for primary school students. Since young learners like movement and games, these activities allow them to learn language while doing actions, and therefore learning becomes more natural. First of all, one of the most common activities is command-based activities, where the teacher gives simple instructions, and students follow them. For example, the teacher may say “stand up,” “sit down,” or “touch your head,” and students perform these actions. Because of this, students understand the meaning of words without translation and learn through practice.

In addition, game-based TPR activities are very popular, because they make learning fun. For example, games like “Simon says” help students listen carefully and respond correctly. In this game, students only follow the command if it starts with “Simon says,” and this improves both listening and attention skills. Moreover, role-play activities can also be used in TPR, where students act out different situations using physical movement. For instance, students can act as a teacher, a doctor, or a shop assistant, and they use simple commands and actions. As a result, they practice language in real-life situations.⁸

Furthermore, story-based activities are another useful type of TPR, because the teacher tells a short story, and students act it out. For example, if the story includes actions like “run,” “jump,” or “open the door,” students perform these actions while listening. This helps them understand and remember vocabulary better.

Another type is pair or group activities, where students give commands to each other. For example, one student says “clap your hands,” and the other student performs the action. Because of this, students become more active and practice speaking as well.

⁸ Cameron, L., & Garton, S. (2021). Challenges in teaching English to young learners: Global perspectives and local solutions. *Language Teaching Research*, 25(4), 567–584.





In conclusion, different types of TPR activities such as commands, games, role-plays, and stories make lessons more interactive and effective, and therefore they are very useful in teaching English to young learners.

The advantages of using TPR for young learners

Using the Total Physical Response (TPR) method has many advantages for young learners, because it makes the learning process more active, enjoyable, and effective. Since children like movement and games, this method helps them learn English in a natural way, and therefore they become more interested in the lesson. First of all, one of the main advantages of TPR is that it reduces stress, because students are not forced to speak immediately. Instead, they first listen and respond with actions, and as a result, they feel more relaxed and confident. In addition, they are not afraid of making mistakes, and this helps them participate more actively.

Moreover, TPR improves students' memory, because they connect words with physical actions. For example, when students hear the word "run" and perform the action, they remember it more easily. Because of this, vocabulary learning becomes faster and more effective. Furthermore, TPR increases students' motivation, because lessons become fun and interactive. When students enjoy the activities, they are more willing to learn and participate. As a result, they stay focused and interested for a longer time. Another important advantage is that TPR develops listening skills, because students must listen carefully to understand the teacher's commands. At the same time, it also helps improve speaking skills gradually, since students begin to use language after they understand it well.⁹

In addition, this method is suitable for different types of learners, because it includes visual, auditory, and physical elements. Therefore, more students can understand the lesson and feel comfortable learning. In conclusion, the TPR method has many benefits for young learners, because it reduces anxiety, improves memory, increases motivation, and supports different learning styles. Therefore, it is a very effective method for teaching English in primary school.

Conclusion. In conclusion, the Total Physical Response (TPR) method is a very effective approach in teaching English to primary school students, because it combines language learning with physical activity and makes the process more natural and enjoyable. Since young learners learn better through movement and interaction, TPR helps them understand and remember new words more easily. Moreover, this method creates a relaxed and stress-free learning environment,

⁹ Richards, J. C., & Rodgers, T. S. (2020). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press, pp. 73–91.





where students are not afraid to make mistakes, and therefore they become more confident and active in the classroom. In addition, TPR improves important language skills such as listening, vocabulary, and gradually speaking, because students first understand the language before they start using it. Furthermore, different types of TPR activities, such as commands, games, role-plays, and storytelling, make lessons more interesting and interactive, and as a result, students stay motivated and engaged. Because of this, learning becomes more effective and meaningful.

To sum up, the TPR method plays an important role in primary education, and therefore teachers should use it regularly to improve students' language skills and create a positive learning experience.

Reference

1. Anderson, J. (2020). Teaching English to Young Learners: Critical Issues in Language Teaching with 3–12 Year Olds. Bloomsbury Academic, pp. 45–62.
2. Copland, F., Garton, S., & Burns, A. (2020). Teaching English to Young Learners: Research and Practice. British Council Publishing, pp. 78–94.
3. Brown, H. D., & Lee, H. (2021). Teaching by Principles: An Interactive Approach to Language Pedagogy (4th ed.). Pearson Education, pp. 112–130.
4. Cameron, L., & Garton, S. (2021). Challenges in teaching English to young learners: Global perspectives and local solutions. *Language Teaching Research*, 25(4), 567–584.
5. Richards, J. C., & Rodgers, T. S. (2020). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press, pp. 73–91.
6. Shin, J. K., & Crandall, J. (2020). Teaching Young Learners English: From Theory to Practice. *National Geographic Learning*, pp. 55–72.
7. Larsen-Freeman, D., & Anderson, M. (2020). Techniques and Principles in Language Teaching (4th ed.). Oxford University Press, pp. 101–119.
8. Lightbown, P. M., & Spada, N. (2020). How Languages Are Learned (5th ed.). Oxford University Press, pp. 67–85.
9. Slattery, M., & Willis, J. (2021). English for Primary Teachers: A Handbook of Activities and Classroom Language. Oxford University Press, pp. 34–52.
10. Ellis, R., & Shintani, N. (2021). Exploring Language Pedagogy through Second Language Acquisition Research. Routledge, pp. 150–168.

