

ADVANTAGES AND DIFFERENCES OF TPRS METHOD FROM OTHER METHODS.

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ABSTRACT:

The Teaching Proficiency through Reading and Storytelling (TPRS) method is a language acquisition technique that emphasizes storytelling and reading as the primary tools for teaching foreign languages. Unlike traditional methods, TPRS focuses on comprehensible input through interactive narratives, fostering a deeper connection to language. It encourages student engagement and promotes natural language acquisition by incorporating elements of humor, repetition, and context. This approach contrasts with conventional grammar-focused methodologies, offering a more immersive, communicative experience that enhances retention and fluency. The method has proven effective in increasing language proficiency, particularly in beginners and those seeking to improve conversational skills.

Keywords: TPRS, language acquisition, storytelling, comprehensible input, foreign language teaching, interactive methods, communicative approach.

АННОТАЦИЯ:

Метод TPRS (Teaching Proficiency through Reading and Storytelling – Обучение через чтение и рассказывание историй) представляет собой технику изучения языка, которая использует рассказывание историй и чтение как основные инструменты для обучения иностранным языкам. В отличие от традиционных методов, TPRS делает акцент на доступном восприятии языка через интерактивные повествования, способствуя более глубокому погружению в язык. Этот подход стимулирует вовлеченность учащихся и поддерживает естественное овладение языком благодаря включению элементов юмора, повторения и контекста. TPRS контрастирует с традиционными методиками, ориентированными на грамматику, предлагая более погружённый и коммуникативный опыт, который улучшает запоминание и развитие беглости речи. Метод доказал свою эффективность в повышении уровня владения языком, особенно среди начинающих и тех, кто стремится улучшить разговорные навыки.

Ключевые слова: TPRS, овладение языком, рассказывание историй, доступное восприятие, преподавание иностранного языка, интерактивные методы, коммуникативный подход.

ANNOTATSIYA:

TPRS (Teaching Proficiency through Reading and Storytelling – O‘qish va Hikoyalash orqali O‘qitish) usuli bu chet tillarini o‘rgatishda hikoya qilish va o‘qishni asosiy vositalar sifatida qo‘llaydigan til o‘zlashtirish texnikasidir. An’anaviy metodlardan farqli o‘laroq, TPRS interaktiv hikoyalar orqali tushunarli kirishni ta’minlaydi va tilga chuqurroq bog‘lanishni shakllantiradi. Ushbu yondashuv talabalarning faol ishtirokini rag‘batlantiradi va hazil, takrorlash hamda kontekst kabi elementlarni o‘z ichiga olgan holda tabiiy til o‘zlashtirishga yordam beradi. TPRS grammatikaga asoslangan an’anaviy metodikalardan farqli o‘laroq, yanada chuqur, muloqotga asoslangan tajribani taklif etadi, bu esa yodlash va ravonlikni oshiradi. Mazkur usul boshlang‘ich

o'quvchilar va muloqot ko'nikmalarini yaxshilashni istovchilar uchun ayniqsa samarali ekanligini isbotladi.

Kalit so'zlar: TPRS, til o'zlashtirish, hikoya qilish, tushunarli kirish, chet tilini o'qitish, interaktiv usullar, muloqotga asoslangan yondashuv.

INTRODUCTION: In the field of language teaching, various methods and approaches have been developed to facilitate the acquisition of a second language. Among these, the Teaching Proficiency through Reading and Storytelling (TPRS) method has gained significant attention for its unique approach to language learning. TPRS is built upon the premise that language acquisition is most effective when learners are exposed to comprehensible input through engaging, meaningful, and contextualized interactions. Unlike traditional methods, which often focus on grammar rules and rote memorization, TPRS integrates storytelling and reading as central components, allowing students to learn the language in a natural, immersive environment. This method is grounded in the theory that language is best acquired when it is used for real communication. By using stories, TPRS creates an emotionally engaging atmosphere that helps learners internalize language structures and vocabulary. The approach encourages active participation, creativity, and a deeper connection with the language being learned. Furthermore, TPRS's emphasis on repetition and contextual understanding supports long-term retention and enhances fluency.

MATERIALS AND METHODS:

The study on the effectiveness of the Teaching Proficiency through Reading and Storytelling (TPRS) method in language learning employs a comparative approach to analyze its advantages over traditional language teaching methods. Various teaching methods are considered in this study, each with its unique principles, techniques, and materials. Below is a description of the materials used and the methods compared in this research.

Materials: TPRS Materials: Storybooks and Narratives: Short stories and readings are used as the primary materials to provide comprehensible input in the target language. These texts are selected to be engaging and contextually rich, enabling students to understand the language in a natural setting. Visual Aids: Pictures, flashcards, and props are used to enhance understanding and aid in comprehension during storytelling sessions. Audio and Video Resources: Recordings of native speakers and video content are incorporated to expose students to authentic language use. Traditional Methods Materials: Grammar Books and Worksheets: For methods such as the Grammar-Translation Method, textbooks and worksheets focused on rules and vocabulary memorization are used. Language Drills: Repetition exercises that focus on specific grammatical structures or vocabulary are provided in methods like the Direct Method and Audio-Lingual Method. Classroom Dialogues and Conversations: Methods like the Direct Method emphasize dialogues and conversational practice, often with a focus on pronunciation and fluency.

Methods: Teaching Proficiency through Reading and Storytelling (TPRS): TPRS uses a storytelling approach to immerse students in the language. The primary focus is on listening and reading comprehension, with stories that include repetition and context to ensure understanding. Students engage with the story by answering questions, acting out scenes, and discussing the content, all in the target language. This method emphasizes language acquisition through real communication and repetition within meaningful contexts, making it a more holistic approach. Grammar-Translation Method: The Grammar-Translation Method focuses on explicit

teaching of grammar rules and vocabulary, often through translation exercises. It relies heavily on written texts and memorization, with less emphasis on oral communication or fluency. This method is typically more teacher-centered and less interactive compared to TPRS. Direct Method: The Direct Method emphasizes teaching vocabulary and grammar in the target language, using only the target language for instruction. It avoids translation and focuses on speaking and listening skills. Teachers use gestures, pictures, and examples to help students understand, but unlike TPRS, it lacks the storytelling component that engages students on an emotional level. Audio-Lingual Method: This method is based on the repetition of language patterns through drills and dialogues. It focuses on pronunciation, grammatical structures, and fluency but often neglects reading comprehension or the creative use of language. While it provides valuable speaking practice, it does not offer the depth of engagement found in TPRS.

By comparing these methods, the research aims to evaluate the effectiveness of TPRS in promoting language proficiency, engagement, and retention in comparison to more traditional methods that focus on grammar, rote memorization, and isolated language drills.

RESULTS:

The comparison between the Teaching Proficiency through Reading and Storytelling (TPRS) method and traditional language teaching methods revealed several key differences in terms of student engagement, language proficiency, and overall effectiveness. The results were analyzed based on various criteria, including language acquisition speed, retention, fluency, and student satisfaction. Language Acquisition Speed: Students who were taught using the TPRS method demonstrated a quicker ability to understand and produce the target language, particularly in the early stages of learning. This was largely attributed to the method's focus on comprehensible input, repetition, and the contextual nature of the stories. Unlike more grammar-centric methods such as the Grammar-Translation Method, which focuses on isolated vocabulary and grammatical rules, TPRS provided a more immersive and natural approach to language learning. The students who participated in TPRS classes were able to grasp basic vocabulary and structures faster and with greater ease. Retention and Long-Term Learning: The retention of language content over time was significantly higher in the TPRS group compared to those taught with traditional methods.

This is attributed to the interactive nature of the TPRS method, where stories are revisited and recycled, reinforcing language concepts through repetition in varied contexts. In contrast, students using methods like the Grammar-Translation or Audio-Lingual Method often showed a tendency to forget vocabulary and grammar rules after the conclusion of specific drills or lessons. The TPRS approach's focus on meaningful context helped solidify long-term retention. Fluency and Speaking Skills: TPRS outperformed other methods, particularly the Grammar-Translation Method and Audio-Lingual Method, in fostering speaking skills and fluency. The immersive, communicative environment of TPRS encouraged students to speak and think in the target language more frequently. In comparison, traditional methods often prioritize written exercises and grammar drills, which, while valuable, did not provide as much opportunity for students to practice speaking or engage in real-time language use.

ANALYSIS AND DISCUSSION:

The results of this study underline the significant advantages of the Teaching Proficiency through Reading and Storytelling (TPRS) method in comparison to traditional language teaching methods. The TPRS method demonstrates clear strengths in fostering language acquisition,

enhancing student engagement, and promoting long-term retention. However, there are certain limitations and considerations that must be taken into account when evaluating its effectiveness in various teaching contexts. Effectiveness in Language Acquisition: One of the most notable findings is the accelerated pace of language acquisition among students taught using TPRS. The key strength of TPRS lies in its emphasis on comprehensible input through storytelling. Unlike traditional methods that often focus on grammar rules and rote memorization, TPRS places students in real-world, meaningful contexts from the start. By hearing and reading stories in the target language, students are exposed to vocabulary and structures in a natural and memorable way. This approach is in line with Krashen's Input Hypothesis, which posits that language learners acquire a language best when they are exposed to input that is just slightly above their current level of competence ($i+1$). TPRS leverages this theory by ensuring that the language used in the stories is accessible, yet challenges students to expand their linguistic abilities. Retention and Long-Term Learning: The superior retention rates observed in the TPRS group can be attributed to the method's focus on repetition and contextualization. Through stories that are revisited and recontextualized, students reinforce their understanding of vocabulary and grammar in various contexts. This stands in contrast to traditional methods, which often isolate grammar and vocabulary, making it harder for students to internalize and recall the information. The repetitive exposure to words and phrases in different situations helps solidify learning, and the emotional connection created through storytelling aids in making the language more memorable.

CONCLUSION:

In conclusion, the Teaching Proficiency through Reading and Storytelling (TPRS) method offers a highly effective approach to language learning, surpassing traditional methods in several key areas. TPRS promotes faster language acquisition, better retention, and increased fluency by immersing students in meaningful, context-rich environments through storytelling. The method fosters greater student engagement and motivation by making the learning process interactive, enjoyable, and directly tied to real-life communication. While traditional methods such as Grammar-Translation, Audio-Lingual, and Direct Methods have their merits, they often focus on isolated grammatical structures and vocabulary memorization, which can hinder fluency and long-term retention. TPRS, in contrast, provides a more holistic and communicative approach that integrates speaking, listening, reading, and comprehension in a cohesive manner.

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