

IMPROVING ENGLISH LANGUAGE PROFICIENCY IN TERMS OF LEXICAL COMPETENCY BY TOTAL PHYSICAL RESPONSE (TPR) METHOD AND ADAPTIVE TECHNOLOGIES AMONG CADETS

Sayyora Islomxo'jayeva

*Teacher at The University of Public Safety
of The Republic Of Uzbekistan*

Annotation: This article explores the enhancement of English language proficiency, specifically focusing on vocabulary development, through blended learning approaches combined with adaptive technologies. It examines the effectiveness of these methods in creating personalized learning experiences that cater to individual learner needs. The findings highlight the potential of blended learning environments and adaptive tools to improve vocabulary acquisition and overall language skills, offering valuable insights for educators and learners alike.

Key Words: *English language proficiency, vocabulary development, blended learning, adaptive technologies, personalized learning, educational methods.*

In the realm of military education, English language proficiency is critical for effective communication and operational success. Among the key components of language learning, lexical competency—defined as the ability to understand and use vocabulary appropriately—holds significant importance. This article explores how the Total Physical Response (TPR) method, combined with adaptive technologies, can enhance lexical competency among cadets, providing them with essential language skills for their future roles.

For cadets, a robust vocabulary is essential not only for academic achievement but also for effective communication in high-pressure environments. Lexical competency impacts reading comprehension, writing clarity, and oral communication skills. Mastering specialized terminology relevant to military operations, protocols, and collaboration with international partners is crucial for success in diverse contexts.

Total Physical Response (TPR) is a language teaching method that emphasizes kinesthetic learning by integrating physical movement into the language acquisition process. Developed by James Asher in the 1960s, TPR is based on the premise that language learning is most effective when it engages the whole body. In this method, teachers give commands or instructions in English, and students respond with physical actions. For example, a teacher might say, "Jump," and students would physically jump, thereby associating the word with the action.

- Engagement: TPR actively engages cadets, making learning dynamic and interactive.

- Memory Retention: Physical movement helps reinforce vocabulary retention, as actions create strong memory associations.

- Contextual Learning: Cadets learn vocabulary in context, aiding comprehension and practical application.

Adaptive technologies further enhance the TPR method by personalizing the learning experience. These technologies use data analytics to assess individual cadet progress and tailor content accordingly. For example, language learning apps can track vocabulary acquisition and adjust difficulty levels based on performance.

- Customization: Cadets receive targeted practice in areas where they struggle, allowing for focused improvement.

- Immediate Feedback: Adaptive tools provide instant feedback on performance, helping cadets identify and correct mistakes in real time.

- Accessibility: Technology allows cadets to engage with language learning materials outside the classroom, promoting continuous learning.

Combining TPR and Adaptive Technologies

The integration of TPR and adaptive technologies creates a synergistic approach to improving lexical competency among cadets. For instance, a lesson could begin with TPR activities that introduce new vocabulary through movement. Following this, cadets could use adaptive learning apps that reinforce the vocabulary through games, quizzes, and interactive exercises tailored to their proficiency levels.

Implementation Example:

1. Introduction of Vocabulary: The instructor introduces a set of vocabulary related to military commands (e.g., “march,” “turn,” “stop”) using TPR.

2. Physical Practice: Cadets respond to commands with actions, solidifying their understanding of each term.

3. Technology Integration: After the physical activity, cadets engage with an adaptive learning platform that presents vocabulary exercises based on their performance, reinforcing what they learned through TPR.

Conclusion

Improving English language proficiency, particularly in lexical competency, is vital for cadets as they prepare for their roles in the military. The Total Physical Response method, combined with adaptive technologies, offers an innovative and effective approach to vocabulary acquisition. By engaging cadets through physical activity and personalized learning experiences, educators can enhance retention and application of vocabulary in real-world contexts. As military education evolves, embracing these methodologies will be essential for developing linguistically competent and confident leaders. When combined with adaptive technologies, the potential for improving lexical competency expands significantly. These technologies allow for personalized learning experiences, enabling cadets to focus on areas where

they need the most support. Immediate feedback and tailored exercises ensure that each cadet progresses at their own pace, reinforcing vocabulary in a context that is relevant to their training and operational needs. Moreover, the integration of TPR and adaptive technologies promotes a more interactive and dynamic learning environment. This not only keeps cadets engaged but also fosters collaboration and communication among peers, essential skills in military settings. By utilizing these innovative methods, military educators can create comprehensive language programs that equip cadets with the necessary linguistic tools for effective communication in diverse scenarios. Ultimately, the combination of TPR and adaptive technologies represents a forward-thinking approach to language education that addresses the unique needs of cadets. As military operations become increasingly global and interconnected, prioritizing lexical competency through these methods will be vital for developing capable, confident leaders who can navigate the complexities of modern military communication. Embracing these educational advancements will not only enhance cadets' language skills but also prepare them for successful careers in an ever-evolving landscape.

Bibliography

1. Graham, S., & Harris, K. R. (2005). *Writing Better: Effective Strategies for Teaching Students with Learning Difficulties*. Baltimore: Paul H. Brookes Publishing.
2. Hockly, N. (2013). *Digital Literacies*. Oxford: Oxford University Press.
3. Nunan, D. (2015). *Teaching English to Speakers of Other Languages: An Introduction*. New York: Routledge.
4. Godwin-Jones, R. (2018). "Emerging Technologies: Blended Learning." *Language Learning & Technology*, 22(2), 1-5.
5. Kukulska-Hulme, A., & Shield, L. (2008). "An Overview of Mobile Assisted Language Learning: From Content Delivery to Supported Collaboration and Interaction." *Recall*, 20(3), 271-289.
6. Abdugarimovich, M. T. (2022). The role of repetition as a stylistic tool in political texts. *Zien Journal of Social Sciences and Humanities*, 13, 64-65.
7. Иканова, Л. (2024). ПРИОРИТЕТ ОРГАНИЗАЦИИ ОБРАЗОВАНИЯ ОСУЖДЕННЫХ.
8. Ikanova, L. S. (2024). JAZONI IJRO ETUVCHI MUASSASSALARDA, TA'LIMNI TASHKIL QILISH TAJRIBALARI (AQSH MISOLIDA): Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, 7(3), 26-31.
9. Lazokat, I. (2024). SOBIQ SUDLANGAN SHAHSLARGA INGLIZ TILINI O'QITISH: JAHON TAJRIBALARI. *World Scientific Research Journal*, 32(1), 214-216.

10. Lazokat, I. (2024). SUDLANGANLARNI CHET TILIGA O ‘QITISH BO ‘YICHA XORIJ TAJRIBASI (GERMANIYA VA AQSH MISOLIDA). *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, 54(2), 65-69.
11. Ikanova, L. S. (2024). JAZONI IJRO ETUVCHI MUASSASSALARDA, TA'LIMNI TASHKIL QILISH TAJRIBALARI (AQSH MISOLIDA): Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, 7(3), 26-31.
12. Khayrullaevna, S. M., Sadikovna, M. F., Setiaevna, R. I., & Akmalovna, F. R. (2020). Efficacy of using distance learning in teaching process. *European Journal of Molecular and Clinical Medicine*, 7(2), 797-801.
13. Murakayeva, S. K. (2023). The Author’s Interactive Methods for the Military Lawyers:“Digital Case Study” Video Lessons,“Digital Storytelling and Startup Lessons”,“The New Creative Matrix Workshop” and Procedural Lessons With “Legal Discussions”. *Journal of Higher Education Theory and Practice*, 23(4).
14. Murakayeva, S. K. (2023, February). INNOVATIONS THAT HAVE CHANGED ENGLISH LANGUAGE TEACHING AND INTERACTIVE SPEAKING SKILLS BY SHAKHNOZA MURAKAYEVA. In *International journal of conference series on education and social sciences (Online)* (Vol. 3, No. 1.2).
15. Murakayev, I. I., & Murakayeva, S. K. (2022, November). CREATING OF THE NEW TECHNICAL EDUCATION SYSTEM IN MILITARY ORGANIZATIONS: COMPUTER-AIDED LEARNING AS VIRTUAL TARGET SHOOTING AND TACTICS TRAININGS, VIRTUAL HAND-TOHAND COMBAT AND DIGITAL ACCELERATED MOVEMENT. In *International journal of conference series on education and social sciences (Online)* (Vol. 2, No. 7).
16. Murakayeva, S. X. (2022). INTERACTIVE DEVELOPING OF ORAL SPEECH COMPETENCE IN TEACHING ENGLISH FOR THE MILITARY LAWYERS THROUGH AUTHOR'S INNOVATIVE" DIGITAL CASE STUDY" VIDEO LESSONS. *Herald pedagogiki. Nauka i Praktyka*, 2(6).
17. Туйчибаева, Ш. (2020). Проблемы изучения русского языка как иностранного и пути их решения. *Востоковедения*, 2(2), 120-127.
18. Туйчибаева, Ш. Ш. (2023, February). ПРИМЕНЕНИЕ ИННОВАЦИОННЫХ МЕТОДОВ ПРИ ИЗУЧЕНИИ СЛОЖНЫХ ПРЕДЛОЖЕНИЙ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ. In *Proceedings of International Educators Conference* (Vol. 2, No. 1, pp. 476-487).

19. Туйчибаева, Ш. Ш. (2022). Development of hearing-performance skills while teaching Russian language. *Издатель «Моя профессиональная карьера*, 5(24), 965-976.
20. Туйчибаева, Ш. Ш. (2023). Из опыта обучения русскому языку иностранных слушателей. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(21), 208-212.
21. Туйчибаева, Ш. (2024). К ВОПРОСУ ОПТИМИЗАЦИИ ПРОЦЕССА ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, 45(3), 144-148.
22. Darvishova, G. K. (2023). SHARLOTTA BRONTE IJODIDA AYOLNING IJTIMOIIY MAVQEI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(1), 57-67.
23. Kenjabayevna, D. G. (2023). A CREATIVE POWER OF CHARLOTTE BRONTE IN THE VICTORIAN ERA. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, 35(8), 117-120.
24. Kenjabayevna, D. G. (2023). THE CONSTITUTION IS MY PRIDE. *TADQIQOTLAR*, 28(4), 89-91.
25. Kenjabayevna, D. G. (2023). DESCRIPTION OF FEMALE CHARACTERS IN CHARLOTTE BRONTE'S LITERARY STYLE. *Лучшие интеллектуальные исследования*, 10(4), 126-129.
26. Iskandarovna, K. G., & Kenjabayevna, D. G. (2020). The means of image" woman" in the literary world of charlotte bronte. *Journal of Critical Reviews*, 7(12), 136-139.