

## GRAMMAR AND TRANSLATION METHOD IN TEACHING FOREIGN LANGUAGES

**Sh.B.Pidaeva,**

**G.T.Islamova**

Uzbekistan,

National University of Uzbekistan.

Even at the end of the XIX century, gymnasium education was considered elite. Its goal was the harmonious development of students, education in them not only a sense of beauty, but also the ability to think logically, including through teaching foreign languages. The classical languages required for the gymnasium — Latin and ancient Greek—served as a model of harmony, consistency, and logic. The linguistic understanding of language as a system had methodological consequences: if we consider language as a system, then we can master the system thoroughly by studying and understanding it. The most systematic level of a language is its grammar. Therefore, the study of the grammatical system not only plays an important role in learning a foreign language, but is practically equivalent to it. The unit of learning grammar is a rule that you need to know, that is, learn by heart and understand, be able to find examples of its application in texts, be able to apply it in practice—formulate examples of its use at the level of a sentence and a simple text, for example, an answer to a question or an essay, be able to find the equivalent of translating certain grammatical constructions in your native language. Knowledge of the rule also includes knowledge of all exceptions to it. Therefore, in addition to the rule, you have to memorize all the exceptions. To remove additional difficulties and misunderstandings in understanding all grammatical rules, as well as tasks for exercises, are formulated in their native language, which plays a Central role in the system of grammatical translation method. The main goal of training was to read texts and translate them into their native language, which was achieved through knowledge of grammar. This is the essence of the grammatical translation method. Here is a brief description of it:

- \* cognition (awareness): the purpose of training is to know the system, not to develop skills;
- \* the fundamental bilingualism of both the textbook and the learning process itself; the native language serves as a basis for comparison and an intermediary in the acquisition of knowledge;
- \* transfer of teaching approaches of Latin and ancient Greek to living languages, using strictly Latin terminology for the formulation of rules and tasks for exercises;
- \* deductive logic of presentation and assimilation of grammatical material—strictly from rules to examples, and not Vice versa;
- \* systematic attitude to grammatical material: grammar learning takes place "in parts of speech", regardless of the importance of or other grammatical phenomenon in the practical use of native speakers of a particular language (this is also the influence of the traditions of teaching dead languages).

It is also necessary to focus on a number of features of the grammatical translation "democratic" teaching methods. This method and the following textbooks offer a fairly monotonous system of exercises (answers to questions, inserting a missing word in a strictly defined grammatical form, transforming sentences from one grammatical form to another — for example, from the present to the past tense, dictation, essays on a given plan with the use of mandatory lexical units and grammatical constructions, and, of course, translation from a foreign language to the native language and back). These exercises themselves, in General, do not cause objections and are even used in a slightly modified form and in other methodological approaches. Criticism should be given to the fact that this range of tasks is repeated in the textbook from paragraph to paragraph in a strictly defined order, which leads to getting used to the monotonous rhythm of the lesson, and often to a decrease in students ' motivation. In addition, these exercises are implemented in this system exclusively at the level of disparate sentences that are not linked to each other in the context, therefore, there is no idea of how the learned rules "behave" in everyday communication. The task formulations themselves are quite strict and, from the modern point of view, do not contribute to creating an interactive climate in the relationship between students and their textbook.

Compare the following two statements:

- Use these sentences in the past tense.

— Imagine that the events described below occurred last week. How will the text change?

The second formulation is not only more "friendly" to the addressee. It provides characteristics of certain conditions for the production of speech actions, which is especially important from the point of view of modern approaches to learning.

Another aspect that always causes criticism of the grammatical-translation method is the attitude to vocabulary. The lexical minimum is presented as a bilingual Glossary (list of words) and requires mechanical memorization. No methods of semanticizing (explaining the meaning) of words, other than translation, are practiced. Naturally, it is not difficult to assume that subsequent methods try to correct this shortcoming and pay much more serious attention to the lexical level of the language.

It is impossible not to say a few words about the texts. As a rule, these are rather difficult texts of fiction, excerpts from the works of serious authors intended for translation into their native language, language based on the learned grammar. The artistic text dominates the textbook, since one of the main goals of the grammatical-translation method is to educate the student on texts that correspond to high aesthetic ideals. Therefore, the choice of texts is made from well-known, classic works of fiction. These texts also serve as a means of introducing students to a foreign culture in the broadest sense of the word. This solves the problem of country studies, which is neither a goal nor a teaching tool. Genre uniformity of text material is considered absolutely unacceptable for teaching a foreign language today.

To the credit of the grammatical-translation method, it should be said that even now it has supporters among teachers. It is considered the most "reliable" in the sense of absolute sterility, purity, infallibility, and academic rigor. Students with a pronounced logical dominant of thinking prefer this method to any other. It is clear why it is so appreciated by adult learners.

Today, this method has undergone major modifications and has absorbed many of the later approaches. For example, the authors of textbooks partially abandoned bilingualism in the wording of rules and tasks, leaving the Glossary bilingual, provided textbooks with audio cassettes, and replaced the invariable classics with educational texts that tell "about life" in the country of the language being studied. However, the basic principles of the method are unchanged: a cognitive approach to the study of the language system in order to obtain knowledge and deductive presentation of grammatical material from rules to practical examples.

At the end of the XIX century, the situation around the method of teaching foreign languages was quite tense. There was a serious debate about the goals and objectives of training and approaches to it. The strictly systematic frozen grammatical method was subjected to scathing criticism. A revolution was brewing in the teaching of foreign languages. The voices of the "pryamists" — supporters of the new method, which in all respects opposed itself to the grammatical-translational method, became louder and louder.

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