



Drawbacks of Gtm Method in Learning Language and Transition to the Right Method

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Abstract: Today, under the problem-solving method we understood a creation of problematic situations and independent activity of learners for finding the solutions during organization of the lesson. As a result, students' creative abilities developed. That is why, we are able to identify the right methods for students which really belongs to their own levels. In this article is about identifying drawbacks of GTM method and transition to right method.

Keywords: grammatical rules, word-for-word, native language, deductively, communicative aspects, classical method, CLT, role-playing, extended skills.

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The grammar-translation method is a method of teaching foreign languages derived from the classical (sometimes called traditional), method of teaching Ancient Greek and Latin. In grammar translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word-by-word. The method has two main goals: enable students to read and translate literature written in the source language, and to further and to further students' general intellectual development. It originated from the practice of teaching Latin; in the early 16th century, students learned Latin for communication, but after the language died out it was studied purely as an academic discipline. When teachers started teaching other foreign languages in the 19th century, they used the same translation-based approach as had been used for teaching Latin. The method has been criticized for its shortcomings. Grammar translation classes are usually conducted in the students' native language. Grammatical rules are learned deductively; students learn grammar rules by rote, and then practice the rules by doing grammar drills and translating sentences to and from the target language. More attention is paid to the form of the sentences being translated than to their content. When students reach more advanced levels of achievements, they may translate entire texts from the target language. Tests often involve translating classical texts. There is usually no listening or speaking practice, and very little attention is placed on pronunciation or any communicative aspects of the language. The skill exercised is reading and then only in the context of translation. The method by definition has a very limited scope. Because speaking and any kind of spontaneous creative output were excluded from the curriculum, students would often fail at speaking or even letter-writing in the target language.

In Grammar Translation method, translation and grammar are equally important, grammar-translation method had its origin in Germany and was popular from 1840s to 1940s. this method is also called as classical method because it is the oldest method of Teaching of English, but a law amount of effective for increasing four skills; listening, reading, writing and speaking. It emphasis

on grammatical explanation and translation of a language pattern. Regardless of a purpose for which a particular language pattern is to be taught to the pupils. In this method the rule is often memorized and subsequently cited to explain a similar situation. The mother tongue becomes the medium of instruction of teaching. So students need to memorize the rules of grammar and translate passages from the mother tongue onto English and vice-versa. In this method, the textbook occupies an important place. Because textbook has:

1. All reading material.
2. Specific graded vocabulary.
3. Rules of grammar.
4. Each lessons with some new words.

The lesson begins with the vocabulary items. And the meaning of the words explains in the mother tongue of the learners. The teacher makes sure that the learners have understood their meaning by giving them a test.

Although there are some limitations of this method these are:

1. Grammar-cum translation method is an unnatural method. The natural order of learning is listening speaking reading and writing. But translation method, the teaching of reading.
2. This method neglects the oral approach to language learning, so the students do not develop proper speech habits and their expression in the foreign language remain poor.
3. This method does not provide any pattern practice. The students may have knowledge of the rules of grammar but they may not be speaking or writing correctly. Students learn correct English only through practice which is not providing in this method.
4. Another demerits of this method are that this method is dull and mechanical. And in this method students are passive listeners and they are not active participants in the lesson. It emphasis on formal grammar which results in disinterested of students to learn the foreign language.
5. This method teaches students to think first in their mother tongue and then to translate their though into English. This procedure hinders the development of natural speech and delays the process of foreign language learning.
6. It develops the bookish English which is literal in character.
7. This method emphasizes on grammar and translation and ignores the speech aspect.

Coming from this kind of limitations and disadvantages of GTM In language learning, teachers have to choose right type of method such kind of inductive or CLT method. There are various features to the communicative language teaching approach, including the integration of reading, writing and speaking. CLT also uses groups or pairs for activities, which allows for collaboration to be instilled in the language-learning classroom. Group work or work in pairs allows for students to discuss, practice, and master material without feeling isolated in the process of learning classroom. Often times, students who work together will feel more comfortable practicing fluency over the mistakes they make in their grammar. This ensures that students are on the road to becoming fluent in the new language through collaboration, where students may learn from one another and work together. The communicative approach used tools, and technology for a personalized learning approach as well. Each student learns differently and has different interests, so throughout CLT, teachers can make learning more individualized to best meet the needs of their students. For example students may enjoy talking about sports or popular culture, so the teacher may ask students to discuss those areas with one another through multiple activities, such as role-playing real-life

scenarios, group discussion or pair discussion, among other various activities that encourage collaboration.

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