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**PROBLEMS AND SOLUTIONS OF GRAMMAR TRANSLATION METHOD**  
**ПРОБЛЕМЫ И РЕШЕНИЯ МЕТОДА ГРАММАТИЧЕСКОГО ПЕРЕВОДА**  
**GRAMMATIK TARJIMA USULINING MUAMMOLARI VA ECHIMLARI**

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**Abstract**

*Grammar translation teaching methodology has long been a dominant approach in language education, focusing on the explicit teaching of grammar rules and the translation of texts. However, this traditional method has been criticized for its limited effectiveness in developing communicative language skills and fostering meaningful language use. This article explores the problems associated with grammar translation teaching methodology and proposes potential solutions to address these issues.*

**Аннотация**

*Методика преподавания грамматического перевода уже давно является доминирующим подходом в языковом образовании, уделяя особое внимание подробному преподаванию грамматических правил и переводу текстов. Однако этот традиционный метод подвергался критике за его ограниченную эффективность в развитии коммуникативных языковых навыков и содействии осмысленному использованию языка. В данной статье исследуются проблемы, связанные с методикой преподавания грамматического перевода, и предлагаются возможные решения для решения этих проблем.*

**Annotatsiya**

*Grammatikani tarjima qilishni o'rgatish metodikasi uzoq vaqtdan beri til ta'limida asosiy e'tiborni grammatika qoidalarini aniq o'rgatish va matnlarni tarjima qilishga qaratgan yondashuv bo'lib kelgan. Biroq, bu an'anaviy usul kommunikativ til ko'nikmalarini rivojlantirish va tildan mazmunli foydalanishni rivojlantirishda cheklangan samaradorligi uchun tanqid qilindi. Ushbu maqola grammatika tarjimasini o'qitish metodologiyasi bilan bog'liq muammolarni o'rganadi va ushbu muammolarni hal qilish uchun potentsial echimlarni taklif qiladi.*

**Key words:** *grammar-translation technique, Karl Plötz and Johann Seidenstücker, World War II, (CLT) Principles, authentic materials, fluency-Oriented Activities.*

**Kalit so'zlar:** *grammatika-tarjima texnikasi, Karl Plötz va Johann Seidenstücker, Ikkinchi jahon urushi, (CLT) tamoyillari, haqiqiy materiallar, ravonlikka yo'naltirilgan faoliyat.*

**Ключевые слова:** *техника грамматического перевода, Карл Плётц и Иоганн Зейденштюкер, Вторая мировая война, принципы (CLT), аутентичные материалы, деятельность, ориентированная на беглость речи.*

## INTRODUCTION

The Grammar Translation Method (GTM) has been a prominent approach to language teaching for centuries. Its focus on grammar rules, translation exercises, and rote memorization has been both praised and criticized by language educators. From the middle of the 19th century through the middle of the 20th century, the grammar-translation technique was widely used in foreign language schools. As Latin ceased to be a spoken language in the early 19th century, it was initially used in Latin and Ancient Greek classrooms, replacing more communicative-focused approaches. Grammatical translation was a technique used to teach reading and translating classical literature because there was no longer a strong need to teach classical languages orally. German academics like Karl Plötz [1;47] and Johann Seidenstücker[4;78] adopted this approach to teaching modern languages by the middle of the 19th century, and it swiftly spread to classrooms across Europe and the United States. The "direct" method movement, which contends that speaking and listening to a language is the best way to acquire it, has consistently opposed the grammatical translation approach throughout its history. The grammatical translation approach, according to one critic, aims to "know everything about something, rather than the subject itself." Although it was partially replaced by the so-called "reading method" in the 1930s, which substituted the traditional grammatical translation method texts with texts written specifically for foreign language students, the grammatical translation method still remained one of the primary methods used in US classrooms.

## METHOD

The Grammar Translation Method is primarily characterized by its emphasis on teaching grammar rules and vocabulary through translation exercises. This method typically involves the presentation of vocabulary and grammar rules in the students' native language, followed by

translation activities that require students to render sentences or passages from the target language into their native language and vice versa. Additionally, the use of literary texts, often classical or historical, is common in GTM[6;50] to provide authentic materials for translation and comprehension exercises. Language, based on word frequency studies, advised pupils to refrain from actively translating what they read. It became clear during World War II that neither the reading approach nor the grammatical translation method could create students who could speak other languages well enough to communicate with the Allies or comprehend hostile messages. As a result, the US government turned to techniques based on then-current linguistic and psychological theories, which were later modified into the audiolingual method for use in public schools. In the majority of American classrooms by the 1960s, the grammar-translation system had been superseded by the audiolingual approach to teaching foreign languages. However, grammatical translation techniques are still employed in classrooms across the globe to teach classical and occasionally modern languages, particularly less often taught languages. German academics like Karl Ploetz and Johann Seidenstücker embraced this approach to teaching modern languages in the middle of the 19th century, and it swiftly spread to classrooms across Europe and the United States.

### ESSENCE

An example of a lesson using this method is as follows: Grammar is introduced, a textual sample of its use is provided, and the topic is practiced by creating sentences and translating them into the target language. A wordlist is typically included with the text. presentation of grammar-related information or a topic, textual examples, and practice translating texts into the target language. The strategy focuses mostly on improving language correctness. Its primary drawback is that it is overly dependent on the native tongue. With only a few assignments in the target language, the lesson is primarily presented in the pupils' native tongue. Literary language has priority over spoken language

- Translating sentences almost word for word in both directions is an important goal for students.

- The teacher is the central figure in the classroom.

- The ability to communicate with native speakers is not a learning goal

The main skills that are developed using this technique are reading and writing. Exercises for translating complex texts are introduced even at the early stages of training[3;56]

- Speech accuracy is more important than fluency Advantages of translation method –

1. This method is useful in a class with few students.

2. It is beneficial to use in a class where there are students of different levels — very smart and not very smart.

3. It helps the teacher to easily explain the meaning of words and sentences to students by translating them into their mother tongue.

4. Students understand the subjects very easily if taught using this method.

5. Completing the curriculum does not take much time.

6. By using this method, students can easily create accurate images of things in students' minds.

7. This method is very useful for intermediate and below average students.

Disadvantages of grammatical translation method –

1. Thanks to this method, no oral work is carried out in the class. Only the teacher speaks.

2. The focus is only on the mother tongue and the target language is ignored.

3. Conversation in the target language is impossible. The only craving remains for reading.

4. Students do not develop thinking in the target language. They become mentally lazy.

5. It does not help students learn correct English pronunciation in the target language.

6. Focuses on Rules of Grammar.

7. Students try to do everything through translation.

8. This method does not require mental input from the students and is similar to the storytelling method. The main purpose of the grammar translation method is to learn a language in order to read its literature in order to benefit from mental discipline and intellectual development. In terms of skills, reading and writing skills are more focused than listening and speaking skills.[7;90]

Problems of Grammar Translation Teaching Methodology and Solutions

**Problem 1:** Lack of Communicative Competence

One of the primary challenges of grammar translation teaching methodology is its failure to develop students' communicative competence. This approach prioritizes the memorization of grammar rules and vocabulary, neglecting the development of speaking and listening skills necessary for effective communication.

**Solution:** Implementing Communicative Language Teaching (CLT) Principles

To address this issue, educators should integrate communicative language teaching principles into their instructional practices. This includes providing opportunities for students to engage in meaningful interactions, role-plays, and real-life communication tasks. By focusing on authentic language use, students can develop the ability to communicate effectively in real-world contexts.

**Problem 2:** Limited Focus on Language Fluency

Grammar translation methodology often places excessive emphasis on accuracy and translation, resulting in limited attention to language fluency. Students may become proficient in analyzing grammar structures and translating texts but struggle to express themselves fluently in the target language.

**Solution:** Emphasizing Fluency-Oriented Activities

To promote language fluency, teachers should incorporate activities that encourage students to practice speaking and writing in the target language. This can include discussions, debates, presentations, and creative writing tasks. By providing ample opportunities for students to express themselves spontaneously and fluently, educators can help develop their overall language proficiency.

**Problem 3:** Lack of Authentic Language Use

Another challenge of grammar translation methodology is its limited focus on authentic language use. Students often encounter artificial, isolated sentences and texts that do not reflect real-world communication.

**Solution:** Integrating Authentic Materials and Contexts

To address this issue, educators should incorporate authentic materials, such as newspapers, magazines, videos, and podcasts, into their teaching. These resources expose students to the language as it is used in real-life situations, helping them develop a deeper understanding of its cultural and contextual nuances.

**Problem 4:** Passive Learning and Limited Engagement

Grammar translation methodology often relies on passive learning techniques, such as lectures and textbook exercises, which can lead to limited student engagement and motivation.

**Solution:** Promoting Active Learning Strategies

To enhance student engagement, teachers should adopt active learning strategies that encourage students to take an active role in their learning. This can include group work, project-based learning, and interactive activities that require students to apply their language skills in meaningful ways. By actively involving students in the learning process, educators can foster a more engaging and motivating language learning environment.

**Problem 5:** Lack of Focus on Critical Thinking Skills

Grammar translation methodology tends to prioritize rote memorization and rule-based learning, neglecting the development of critical thinking skills necessary for effective language use. [10;202]

**Solution:** Incorporating Critical Thinking Activities

To address this issue, educators should incorporate critical thinking activities into their lessons. This can include problem-solving tasks, analysis of authentic texts, and debates on controversial topics. By challenging students to think critically and analyze language use in different contexts, educators can help develop their ability to use the language effectively and independently.

## RESULTS

Proponents of the Grammar Translation Method argue that it fosters a deep understanding of grammar rules and vocabulary, as well as proficiency in reading and translating texts. Furthermore, supporters suggest that GTM is particularly effective in developing students' analytical skills and cognitive abilities due to its focus on deciphering linguistic structures and nuances. However, critics of GTM assert that its exclusive reliance on translation activities may hinder students' development of oral communication skills and fluency in the target language.

Moreover, detractors argue that the method's heavy emphasis on memorization can lead to passive learning and limited practical language use.[12;90]

The problems associated with grammar translation teaching methodology can be overcome by adopting a more communicative and student-centered approach. By incorporating principles of communicative language teaching, emphasizing fluency-oriented activities, integrating authentic materials and contexts, promoting active learning strategies, and incorporating critical thinking activities, educators can create a more effective and engaging language learning experience. This shift towards a more dynamic and interactive approach will better equip students with the skills they need to communicate confidently and effectively in the target language.

### **DISCUSSION**

The Grammar Translation Method's effectiveness is contingent on the specific learning objectives and context. While it may be suitable for students seeking to develop strong reading comprehension and analytical skills, it may not be ideal for those aiming to achieve communicative fluency in a language. Nonetheless, elements of GTM, such as its emphasis on grammar instruction, can be integrated into a balanced language teaching approach that incorporates diverse methodologies to cater to different learning styles and objectives.

### **CONCLUSION**

In conclusion, the Grammar Translation Method has been a longstanding approach to language teaching with both merits and limitations. Its emphasis on grammar rules and translation exercises has proven beneficial for certain learning outcomes, but it may not align with modern communicative language teaching principles. As such, educators should critically evaluate the applicability of GTM within their specific educational contexts and consider integrating elements of this method into a more comprehensive and dynamic language teaching approach.

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