

FOYDALANILGAN ADABIYOTLAR RO'YXATI:

- 1.Karimov I.A. O'zbekiston buyuk kelajak sari Toshkent, O'zbekiston 1998 yil
- 2.Karimov I.A. Yuksak manaviyat yengilmas kuch Toshkent 2008 yil
- 3.O'zbekiston Respublikasi —Talim to'g'risidagi qonuni Marifat gazetasi 1997 yil 1-oktiyabr.
- 4.M.Rasulova Maktabgacha yoshdagi bolalar talim-tarbiyasiga qo'yiladigan davlat talablari Toshkent 2000 yil

THE EFFECTIVENESS OF GRAMMAR-TRANSLATION METHOD IN LANGUAGE TEACHING

Abrueva Malika

SamSIFL, Master student of English faculty

Scientific supervisor: Zubaydova N.N.

Abstract: Learning is an active communication between students and the teacher, so it does not have a one-way property. Basically, the success of the process of teaching a foreign language directly depends on the teacher. Each teacher, based on his professional experience, chooses methods and techniques of work. Language teaching approaches and methods have cast light on the language teaching theory and practice. There are still many controversies about their usefulness and appropriateness. This article tries to analyze the effectiveness of one of the most influential teaching methods: Grammar-translation Method, in order to have a better understanding and application in the future teaching practice. Using theoretical materials made in this sphere, it is obvious that, there is no inherent contradiction between grammar instruction and communicative approach, and a sort of explicit grammar instruction can complement communicative language teaching to raise learners' conscious awareness of the form and structure of the target language.

Key words: grammar-translation method, effectiveness of GTM, aim of GTM, principles of GTM, exercises for GTM

In the modern methodology, the problem of finding and choosing the most appropriate techniques and methods of teaching foreign languages that would meet the requirements of the standards of modern education remains relevant. Nowadays, there are many productive methods for learning a foreign language in higher educational institutions. Each of the methods has its own characteristic features. This article will consider the grammar-translation method of teaching as one of the effective methods for students to learn a foreign language. Practice shows that the grammar-translation method is the main one in the modern education system. Despite the fact that it is a classic method that has been used for more than one decade, most teachers use it actively in the educational process.

The basic principles of grammar-translation method are: 1) the written word, as a basis for training; 2) memorizing grammatical rules and words and composing sentences based on them; 3) assimilation of language material by translation and mechanical memory, as well as the use of analogy based on the mother tongue.

GTM claims that students can easily understand the target language by memorizing the grammatical rules and structures of the target language. In grammar, translation is taught deductively, with an emphasis on memorizing grammatical structures and vocabulary. Grammar rules are taught and students learn the language by practicing the rules authentically. The student learns the language to become familiar with the literature in the target language. The text in the second language is translated into the local language; Vocabulary and grammar rules are memorized. It is considered that the grammatical translation method to be a useful method for learners of all levels of second language learning. Similarly, Damiani (2003) in his study on the grammatical translation method states that it is the best way to teach grammar and vocabulary and the teacher believes that his students learn while the teacher in any other method is not sure how students should learn the language.

Considering grammar-translation method in grammar lessons, it should be noted that it must be known historically and has been widely used in different schools for centuries. If this problem is methodically exacerbated, then some of the formal-pedagogical tasks of foreign language teaching can be pointed out, which arose on the basis of traditional language learning of the Renaissance.

The aim of the grammar-translation method is to read and translate using grammatical rules and read literature. The sentence is the basic unit of learning through this application. Written speaking is central, and listening and speaking are only means of learning. The main advantages of grammar-translation method are learning techniques for working with the text: analysis of complex sides of text, grammatical and lexical

search of material, comparison of analogies. The basic principles of the grammar-translation method are: 1) written language as a training basis; 2) memorize grammar rules and words and compose their sentences; 3) acquisition of language material with the help of translation and machine memory and using the analogy based on the mother tongue.

In the case of the grammar translation method, it is important to point out the following positive aspects: 1. literary works are studied in the original language; 2. grammar is learned in context; 3. grammatical rules and structures are explained in detail; 4. the mother tongue is a mean of deriving meaning; 5. methods of analysis, comparison and comparison will be used. For each method, there are interesting and effective ways to work on the language, and it is important that the teacher can continuously improve their professional level and apply a variety of innovative techniques to optimize the language learning process organically.

It can also be said that the treatment of grammatical translation with its clear criteria and methodological training provisions is quite a flexible method, since it varies depending on different situations, including social ones, and different requirements for both education and learning. The teaching process and methodology itself and, in general, in order to learn a foreign language. In the 19th century, for example, the famous linguist W. Humboldt highly valued the grammar-translation method of language teaching, believing that it provides "vital" knowledge, allows the development of thought and broadens horizons and the main aim of language teaching was "to provide knowledge of its general structure".

According to grammar-translation method, fluency is the possession of grammar and vocabulary. Courses according to the grammar-translation method have always ensured a good knowledge of the linguistic system and the possession of translation situations, but currently they do not provide for a practical use of languages in the various areas of communication. This circumstance became the reason for explanations and the method lost part of its position due to the growing interest in methods focused on the practical domain of languages.

It cannot be ignored that with this method begins the formal study of the structure of the native language, as the child, mastering the language, memorizes a certain number of words and then replenishes his vocabulary and knowledge of grammar. Also in foreign language teaching, the student masters various grammatical schemes of a foreign language based on textual teaching materials in a certain order (or, as we have seen, due to the scenic nature of the training). Most school curricula consist of such exercises, which involve the automation of grammatical constructions and the mechanical memorization of learned sentences and constructions. Of course, learning a foreign language in schools using this method also gives good results. However, many methodologists, such as Richards, Bills, Kellner, etc., warn of the insufficiency of using this method to achieve a communicative objective in the classroom. Furthermore, the grammar and translation method completely ignores the main function of any language - the communication function.

The main exercises of the grammar-translation method are:

1. Translation from English to the mother tongue and vice versa;
2. Fill in the gaps;
3. Make sentences from the words presented;
4. Looking up for synonyms and antonyms;
5. The use of deductive grammar rules, that is, first learn, then apply and practice, doing exercises according to the model;
6. Essay writing.

After reviewing and analyzing many sources, it is concluded that grammatical skills are the ability of students to determine and choose appropriate patterns for linguistic situations, and organize them according to the relevant linguistic standards studies. In other words, speaking of grammar, we can distinguish several specific actions:

- determine and select the appropriate structure with the intention of the statement;
- design of linguistic structures to complete the model according to certain parameters and norms of the language;
- Determine and evaluate the accuracy and suitability of the selected model.

As a theoretical review of the literature on scientific methodology shows, during the period of development of the theory of language and linguistics in the history of language learning, there have been many contradictory opinions. From the point of view of some researchers, it is important that grammar training is carried out independently of the implementation of specific training.

References

1. Richard, Jack C. & Theodore S. Rodgers. Approaches and Methods in Language Teaching. Beijing: Foreign Language Teaching and Research Press, 2000.
 2. HU Zhuang-lin. Linguistics: A Course Book (2nd edition). Beijing: Beijing University Press, 2001.
 3. Bussmann Hadumod. Routledge Dictionary of Language and Linguistics. Beijing: Foreign Language Teaching and Research Press, 2000.
 4. Mirolyubov, A.A. Grammatiko-translated method / Foreign languages in school. - 2012. -№4. -S.27-28.
 5. Shchukin A.N. Teaching foreign languages: Theory and practice. M., 2016. pp. 175–218. 3.
- Khudayberganova E., Gulimetova B. M. Sovremennye metody i tekhnologii tekhnimitel'nogo travlenie

ABSTRACT AND CONCRETE NOUNS AND THEIR WORD FORMATION

Qodirov Asqar Namoz O'g'li

SamSIFL, Master student

Scientific supervisor

Shodiyev Sanat Ergashevich

ABSTRACT. As we know a noun is a word that names of something, a such as a person, place, idea or thing. As we know, in a sentence, nouns can play the role of subject, object, complement or adjective. There are some types of nouns which we can see in any language. For instance common nouns, proper nouns, compound nouns or abstract and concrete nouns. In this research paper you can find some information about 2 types of nouns which is called abstract and concrete nouns and their word formation as well. Firtsly, we have to be aware of what is abstract and concrete nouns. An abstract noun is a noun that names something that you cannot taste, touch, smell or hear.

KEYWORDS: Abstract, concrete, objects, realwords, touch, formation.

It is true that in linguistics, there is noun ambiguous definition abstract nouns and the question of delimiting A Sand concrete nouns is not fully resolved. There are two main approaches to distinguish between these type. Nouns – semantic and formal – but not one of the miscomplete. From the point of view of linguistics, the question is on the definition of parameters for distinguishing between abstract and concrete nouns. Despite the fact that this issue has been attention of many philosophers and researchers for several centuries, clear criteria for determining A Shave not yet been developed [40]. There are several approaches to the definition of AS, in general they correlate with two principles – semantic and formal. First the principle involves the use of extralinguistic parameters to distinguish between them.

Attention is paid to the semantic the meaning of words and their referents, i.e. objects that these words mean. Thus, specific names include words, denoting sensually perceived objects – material objects perceived with the help of the senses; abstract names include words that designate mentally cognizable objects, not having as patial expression. A Scan also be defined as nouns denoting an action, state, quality or process. However, these mantic principle cannot be applied when assignment to one or another group, for example, fictional characters.

Even though words like mermaid or unicorn don't have material denotation, they are considered concrete. Formal the principle of distinguishing between them is based on the definition of formal (grammatical) signs of each group of nouns. For English language formal criteria include a numerical paradigm, the use of nouns with articles, derivational suffixes. However, none of the secrriteria can be considered complete, because there are exceptions everywhere. Incomplete numeric paradigmis not an unambiguous sign of AS, since they are in. In some cases, they can also be used in the plural. The statement that A C is not used with the indefinite article is not true, since in practice the speakers can be used with any article. As for the morphological distinction between A Sand CS, the allocation of certain suffixes characteristic of the AU also cannot serve as are liable criterion, nouns with the same suffixes can be specific, besides, not all are derivatives.

The Russian Grammarian says: definition of AS: “Abstract (abstract) nouns are words that name abstract concepts, properties, qualities, actions and state”. So, as is a lexical and grammatical category nouns. The grammatical features of this category are that AC does not have a plural form. In some cases AS are used in the plural, but only in the sense of specific expressions of an abstract concept. For example, "joy" and "beauty" imply joyful events and beautiful views. For some as grammatical signs of belonging to this category is the presence of certain suffixes, however, for some speakers this formal sign is missing. Lexically, these words are united by a common meaning of abstraction. One of the differences between concrete and abstract concepts is that specific concepts contain information about internal properties in here in any subject, when abstract concepts contain information about the emotional and evaluative attitude to the subject, or about his belonging to any class, i.e. contain more extended information.