

DIRECT METHOD VS GRAMMAR TRANSLATION METHOD FOR DIFFERENT AGED UZBEK LEARNERS

Kamola Jonuzokova Elham kyzi

Teacher of Jizzakh State Pedagogical University

Ilkhomova Rukhshona Ilyos kyzi

Student of Jizzakh State Pedagogical University

ABSTRACT

Learning foreign languages is indispensable in these days for everyone, then teachers and their strategies play the big role for students while getting to know language. I am an instructor in the educational language center which is close to my home and I have two elementary groups. I teach them some grammatical rules, instructions and other skills everyday with remarkable methods. Usually I choose methods for my lessons according to my students' needs. For these two my groups, I have chosen two most beneficial methods: direct method and grammar translation method. In this article, I desire to write about these two techniques and how I used them in my work for my students.

Key words: direct method, needs analysis, different aged groups, grammar translation method, integrated skills.

INTRODUCTION

Teaching foreign languages has been constantly challenging by giving that teachers the responsibility of introducing students to the world of another nation. Roby Marina wrote in his book that "Teaching language skills is often the key focus or main element in the language-teaching practice. Knowledge of the theory and practice of teaching receptive skills (listening and reading) and productive skills (speaking and writing) in English is one of the key learning objectives of many programs in universities around the world." As a future perfect specialist in this sphere and modern newbie instructor I can mention that everyday I face some difficulties in my work especially when I instruct one of a variety of aged elementary groups. To solve these problems I decide to use and experience some methods namely the direct method as well as grammar translation technique on two different groups of students of the identical level. Additionally I chose these methods based on their needs.

NEEDS ANALYSIS

Needs analysis was conducted in two ways: by making them speak about themselves, about their family, study and others face to face and by mixed level testing to identify their levels and the results showed that their level is elementary and all of them want to take higher IELTS exam results for their studies. There are students among 14-22 aged in my two groups and I should use most useful techniques to teach them related to the IELTS structures in that time and that is the reason for why I chose these methods.

METHODOLOGY

There are so many methods to teach English and according to the needs analysis of my students I have chosen two most common and beneficial techniques: direct method and grammar translation technique. In direct method, the educating is done entirely in the language being learned. The learner is not allowed to use his or her original language. Grammar rules are avoided and there is an emphasis on fluent pronunciation. A best and successful teacher of Direct Method needs the ability of language, physical mental energy, strength, imagination (that you have to form pictures or ideas in your mind of things that you are exciting) skills and strong health. That must be resourceful in the way of body gestures and expression by the evidence that are against linguistic feeling of physical or mental tiredness in the way of teaching language (Duchackova, 2006). Grammar Translation Method was once first used in Germany in particular in Prussia. Hence, it was once additionally known as Prussian Method. This technique is the oldest approach of foreign language teaching, having existed for more than 2000 years which dominated European and overseas language instructing from the 1840s to the 1940s and is being modified and used in different countries of the world today. But this approach was immigrated for instructing language in Bangladesh for the duration of colonial length which is being used till today. In grammar translation method (GTM), learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability (Rahman, 2012).

CLASSROOM USAGE

The place I am working is the private educational center named “King’s Education” which is specialized for tutoring classes. I have two elementary groups. I teach them three times a week from 2pm till 4pm. As it was mentioned above, my students want to take an IELTS certificate for their studies in different field. For instance, two of them study in the university the faculty of economics as well as they need certificate for their master’s degree. Four of them study at school and they want to take an IELTS for their study at university. Additionally the others want to go to the abroad and study there that’s why they should take the exam. I used direct method for one group and for another group I used grammar translation method. I should mention that there are different aged students in these groups. In every lesson, I teach those grammatical structures, grammatical rules as well as integrated skills (listening, speaking, writing, and reading). I continually try to provide an explanation for themes especially grammatical rules with convenient way for being understandable for first group while using direct method. In addition, I attempt to instruct grammar, besides writing any guidelines I simply provide theme some examples and I tell them those rules in an effortless way, with simple words while teaching them. For instance, when I explain English tenses I don't make them write as an alternative of that I give them structure of tenses with examples associated to their life and examples should be humorous due to the fact funny words, sentences and situations are continually unforgettable. Actually it is difficult to teach lower level students without the usage of Uzbek words, to the fact they don't understand, however we must keep away from this way and strive to use extra English phrases. However, while teaching second group with grammar translation method I make them write the translation of grammatical

rules and other things in their own language. I give them examples related to the theme as well as translations. Actually they understand my words, English rules because of usage of Uzbek words. As a first group I try to give them humorous examples related to their life, but by using more Uzbek words than first group.

RESULTS

After two and half month from this experience I took them different types of tests for checking their knowledge and results of these two methods, so results are shown in this table:

Tasks	Direct method					Grammar translation method				
	Stu1	Stu2	Stu3	Stu4	overall	Stu1	Stu2	Stu3	Stu4	overall
Writing	72%	74%	69%	78%	73.25%	55%	62%	60%	68%	61.25%
Speaking	70%	79%	72%	85%	76.5%	60%	52%	50%	55%	54.25%
Vocabulary and grammar	65%	57%	70%	74%	66.5%	70%	60%	80%	92%	75.5%
Reading	70%	67%	75%	71%	71%	72%	73%	70%	68%	71%
Listening	69%	70%	70%	72%	70.3%	70%	67%	62%	65%	66%
Difference	71.52%					65.6%				

It is clear from the table that in direct method the rates of vocabulary and grammar are much lower than grammatical translation method. However, the percentage of other integrated skills listening, speaking, writing, reading, skills are higher in direct method than grammar translation method. Additionally, in overall we can see that the percentage of direct method shows 71.52%, however the rate of grammar translation method provided 65.6%.

CONCLUSION

Nowadays the number of students who want to take IELTS exam is increasing day by day in Uzbekistan. To take higher score from this exam students should learn English by heart and teachers should teach them in a proper way, use some interesting and useful techniques while teaching. However, according to this article, direct method is more beneficial than grammar translation technique for preparing IELTS in terms of focusing communicative skills. The reason for that, in direct method integrated skills increase faster rather than grammar translation technique as that method is focused on students' communicational skills and students who can speak fluently are able to do writing, reading and listening tasks very well. But grammar translation technique has its role in order to explain the quite unfamiliar grammar rules to lower level students. Additionally, direct method gives to you ability of English thinking, however English thinking is very important to become fluent speaker and if you can think in English you can take high scores in IELTS.

REFERENCES

1. Marzana Rahman "Grammar Translation Method (GTM): An effective and feasible method in Bangladeshi context" August 2012
2. <http://www.sciencepub.net/researcher>(site of science)

3. Duchackova,S. (2006). Method and Approaches in Foreign Teaching Language.Diploma Thesis.
4. Roby Marlina “Teaching language skills “(Marlina 2018)