

comprehension, polish pronunciation, and accelerate vocabulary acquisition in an enjoyable and captivating way. Teachers may create a dynamic and engaging learning environment that appeals to students of all ages and skill levels by utilizing the special power of music. Accepting songs as an important educational resource enhances learning and encourages a greater respect for the language itself. As we investigate cutting-edge methods of teaching languages, the incorporation of music stands out as a harmonic synthesis of creativity and learning that helps students advance to fluency and a deeper comprehension of the language they are studying.

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THE IMPORTANCE OF GRAMMAR TRANSLATION METHOD IN TEACHING ENGLISH

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***Abstract.** This article deals with the importance of Grammar Translation Method in teaching English language to ELS students. This method (GTM) is considered as a traditional teaching method and therefore it differs from other communicative methods. Also, this paper outlines the activities related to this particular teaching method and provides examples to support the given information.*

Key words. *Grammar Translation Method, translation, language learners, techniques, principles, written language.*

Introduction. Grammar Translation Method is one of the classical teaching methods which has been used for many years. Although this method may limit the independence in language learning process, its application in teaching English can contribute many benefits for ELS students. When it comes to its origin, GTM is regarded as one of the traditional approaches to the teaching of Latin and Greek, so it was mainly applied in Europe during the 19th century. This method is applied by making students to translate texts by comprehending their meaning and memorize all rules related to the grammar structures that are explained in the lessons. This method mainly focuses on translation and meaning. Translations should be done accurately and precisely. In Grammar Translation Method, teaching is associated with the translation, since it is the most significant activity in this method of teaching.

MAIN BODY

The Grammar Translation Method follows some principles which are relevant in the classes during language teaching. These are:

1. The main focus is the written language, as students should deal with translating written texts and so it is placed higher than spoken language.
2. The principal language skills are writing and reading.
3. The native language of the ELS students can be implemented in the classroom to make comparisons and help students with their understanding.
4. Different structure forms in grammar of two languages (English and students' native language) are differentiated by making comparisons and this process could create more interactive and enjoyable learning experience.

The procedure of Grammar Translation Method is also absolutely crucial in for teachers. The main reason is that when there is a clear procedure, instructors could have an accurate plan for their actions during the classes. It follows as:

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| 1. | Initially, a teacher reads a text or paragraph, and highlights some words or |
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	new lexical terms that may seem challenging for students.
2.	In the second step, the students use their native language to translate the outlined words from the text and translations are made.
3.	Afterwards, a teacher reads the text one more time and he/she translates it word by word in every line.
4.	Next, a teacher should teach and explain all structures and forms related to the grammar in the text to the class.
5.	Finally, ELS students are made to repeat the process by converting the translated text from their native language to their second language (English).

Furthermore, various techniques of this method are available that could be implemented in the language teaching:

The first one – gap-filling. A teacher provides students with exercise sheets which contains different paragraphs or texts with gaps where some grammar and lexical items are missing. Then, language learners are asked to fill them with their knowledge related to translation, grammar and vocabulary.

The second one – making sentences with new words. Students are given several new vocabularies related to the topic and teacher translates them to the native language. then, they are asked them to make sentences according to the meaning.

The third one – writing a text about specific topic. In this technique, teacher provides only the name of the topic and students should create a little text about it.

The fourth one – translating the passage. In this exercise, students have to translate one particular text word by word. It mainly examines the students' knowledge of comprehensions of grammar structures and lexical terms.

The fifth one – question-answer part. A teacher writes some questions on the blackboard and then he/she asks pupils to answer them one by one. Students are free to use their native language or their second language.

It is evident that the application of this teaching method can be considered as both beneficial and disadvantageous. There are some upsides of applying GTM in language classrooms:

1.	The concept in the second language could be made more understandable, since new lexical terms, such as new phrases and vocabularies are explained in a detailed way.
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2.	The native language is employed in the classes, so the learning process is made easier and more fun.
3.	The reading and writing abilities can be enhanced in an effective way.
4.	During classes, a teacher uses few lesson materials, thereby it can address some issues related to handouts in the classes with a lot of students.

However, downsides of applying this method should also be taken into consideration:

1.	The main drawback of GTM is that it limits the improvement of listening and speaking abilities in the second language, since it mainly focuses on written forms of language.
2.	Translations are done word by word, so it can be sometime inappropriate.
3.	Some conversational abilities in a foreign language could be neglected.
4.	The main focus would be on academic and formal grammar rules. That's why, it might not improve language proficiency in a short time.

Although, GTM brings some drawbacks, it is believed that this method could be appropriate for developing some important aspects in language teaching. Therefore, this method could be implemented by considering the needs of the class.

Conclusion. It is evident that Grammar Translation Method could still be applied in language teaching in some cases. Although this teaching method mainly focuses on translation, memorization and grammar structures, it might be used according to the learning style of ELS students. Because, translation is significant to gain better comprehension of texts and making grammatically correct sentences. Considering the principal techniques and principles of this teaching method, it can be applied in language classrooms for its specific purposes.

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THE SIGNIFICANCE OF INTERACTIVE METHODS IN FOREIGN LANGUAGE

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***Abstract.** This article explores perceptions and concepts regarding the significance of interactive methodologies and principles in English language instruction. Employing contemporary teaching approaches enhances the effectiveness of the instructional process. Selecting these methods should be guided by the didactic objectives of each lesson. In traditional language teaching, methods are categorized into improvement and organizational principles, with principles serving as fundamental methodological criteria shaping the educational and developmental processes.*

***Key words.** Approach, potential, authentic communication scenarios, acquisition, perception.*

In the field of teaching foreign languages, there has been a notable shift towards utilizing interactive teaching methods in recent years. Acknowledging the limitations associated with traditional, teacher-centred approaches, educators and scholars are increasingly highlighting the importance of interactive methods in fostering language proficiency, cultural insight, and effective communication skills among learners. By involving students in active engagement, collaboration, and authentic communication scenarios, interactive methods create a dynamic and