

Dnipro State University of Agriculture and Economics

**GRAMMAR-TRANSLATION METHOD AS A MAIN METHOD OF
TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATIONAL
INSTITUTIONS.**

Today we distinguish a large number of methods in teaching a foreign language in higher educational institutes and grammar-translation method is in the leading position. Grammar-translation method was widely used in Europe in teaching Greek and Latin as learning grammar of the those languages was seen as the best means of developing logical thinking, and since the nineteenth century it has become fully used in teaching modern foreign languages, especially in non-language universities.

Most methodologists and teachers believe that the purpose of teaching a language is transmission of knowledge about its general structure and applying a grammar-translation method is a perfect means of embodiment of this idea.

The purpose of the method is specialized academic reading wherein other methods are used as teaching tools. Particular attention is given to grammar: texts are selected according to the subjects taught. Learners compare grammatical system of a mother tongue and that of a language learned. Teaching vocabulary is done basing on materials of texts: bilingual dictionaries are used that is vocabulary lists translated into a mother tongue.

Translation takes a leading position in the teaching process based on the method: first learners translate from a foreign language into a mother tongue and then the opposite. The method is appropriate for the learners of rational and logical type who perceive a language through mastering grammar rules. Analysis and synthesis of the language learnt used when

applying a grammar-translation method are considered major processes of logical thinking. In this context in the process of teaching a great deal of attention is given to the synthesis of the text from grammatical point of view, learning grammatical rules and sentence construction. Learners read unadapted texts, learn how to quickly find the information they need and understand a general idea. Teaching translation is considered as the most effective forms of work with the language learnt and translation itself as the best means of control over the level of mastering grammar and vocabulary in higher educational institutes. In the course of the lessons learners are gradually going through word-for-word translation to an adequate accurate translation in compliance with all grammatical rules of a language learnt.

Today some of educational institutes have rejected a grammar-translation method in favour of a communicative one, but it's still used in many others and it's fully justified, because all the typical tasks of a grammar-translation method or rather its modifications are used until now. They are:

- translation from the language learnt into a mother tongue;
- comprehension;
- finding synonyms/opposites;
- coherence between native and foreign vocabulary;
- deductive application of the rule, their learning with further application;
- gap-filling;
- memorizing vocabulary, grammar rules;
- writing essays.

Moreover the development of communicative speech is predominant to the extent learners ignore both grammatical and pronouncing aspects of speech. The competence of learners' self-control is almost non-developed due to the fact a teacher neither interfere nor corrects their mistakes while communication, it only takes place afterwards. That's why such level of speaking learners produce is only acceptable in case they set a goal to move overseas as tourists or on business. Thus experienced teachers all over the world seeing not a few flaws of the communicative method suggest combining it with traditional ones namely a grammar-translation method.

Modern teaching of foreign languages can be characterized as a state of struggling between traditional teaching and innovations. Of course domination of one method leads to extremity. If traditions prevail over the newest, we have stagnation of science and practice and if in pursuit of innovations we will forget about traditions, science will have nothing to rely on. That's why we need most optimal balance between traditions and innovations so that basing on experience we will be able to advance pedagogical science to progress and a grammar-translation method is one of the pillars on which conventional component rests.