GTM IN NEW ERA: A REFLECTION ON ITS DEVELOPMENT AND INTEGRATION WITH OTHER TEACHING METHODS

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INTRODUCTION

The modern world is developing dynamically, erasing the borders between countries and peoples. International communication, exchange of cultural values and business information are gaining more and more importance. In this paradigm, the role of translation becomes key in all spheres of human activity. The socio-economic transformations taking place in Ukraine cause new requirements for the training of translation specialists. However, given the lack of translation skills by non-linguistic specialists, the problem remains unsolved and requires immediate consideration. The grammar and translation method can be a useful tool for learning a foreign language, but it should not be used as the only method. It is important to use GTM in combination with other teaching methods to make learning more interesting and engaging, and to help non-language majors develop all the necessary language skills[1].

The war in Ukraine has been a catalyst for changes in educational policy, especially in the field of translation training. There has been an increased demand for translators who not only have linguistic skills, but also are able to quickly adapt to new conditions and provide accurate and high-quality translation in various fields.

Modern requirements for translators include not only knowledge of grammar and vocabulary, but also developed communication skills, the ability to analyze the context, as well as a deep understanding of the cultural characteristics of the languages they speak.

By comparing GTM with other methods, we can identify their strengths and weaknesses, as well as develop optimal combinations for different learning situations. Studying GTM helps students to understand the learning process, analyze language phenomena, and formulate their own rules. Knowledge of the principles of GTM helps the teacher to better understand the variety of methodological approaches and choose the optimal learning strategies for their students. GTM elements can be used to create individual

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[1]Adsyz, R. (2015). Comparative analysis of methods of teaching a foreign language to students in grades 5-8 in secondary schools in Ukraine and Turkey (using the example of the English language): dissertation of the Doctor of Pedagogical Sciences. *Chisinau: Chisinau State Pedagogical University named after I. Creanga*, p. 152. Retrived from: http://www.cnaa.md/files/theses/2015/22239/adsiz_remzi_thesis.pdf

curricula that take into account the level of preparation and needs of each student. The grammar-translation method, despite its traditional nature, remains an important object of research in the field of foreign language teaching methods. Its relevance is associated with the need to understand the evolution of the method, critically analyze different approaches, and search for optimal learning strategies for different learning goals.

1. The problem's prerequisites emergence and the problem's formulation

The grammar-translation method (GTM), despite its venerable age, remains a relevant topic for discussion in modern foreign language didactics. Its influence on the development of language teaching methodology, as well as the criticism it has undergone, make it the subject of constant research and debate. GTM has been the dominant language teaching method for many decades. Understanding its principles helps to trace the evolution of foreign language teaching methodology and evaluate modern approaches. Criticism of GTM has stimulated the development of new methods and approaches to language teaching. By analyzing the shortcomings of GTM, we can better understand what is important for effective foreign language teaching. Despite the fact that GTM as a holistic method has receded into the background, many of its elements (e.g., attention to grammar, translation of texts) are still used in modern methods. In the modern world, where many people learn several languages, understanding the principles of translation and interlingual relations is becoming increasingly relevant. For some categories of students (e.g., philologists, translators), a deep knowledge of grammar and the ability to translate are important skills.

R. Adsyz, comparing the method of teaching a foreign language to students of grades 5-8 in general schools of Ukraine and Turkey (for example, English), substantiates the feasibility of using this method for the development of practical communication skills in English. Researchers single out the following key advantages of GTM: in-depth understanding of grammar: GTM provides a detailed analysis of the grammatical rules of the English language, which serves as a foundation for successful communication; vocabulary expansion: thanks to GTM, students enrich their vocabulary, which enables them to understand the linguistic context effortlessly; comparative analysis with Chinese: translation from Chinese to English helps students to clearly differentiate the features of both languages, which minimizes the risk of errors («Chinglish») in real communication; mastery of linguistic structure: GTM promotes a deep understanding and mastery of the linguistic structure of the English language, giving students confidence in their communication skills.

Thus, R. Adsyz's research confirms that GTM is an effective method for developing practical English communication skills[2].

N. K. Atabekova and B. O. Sarmanov in their scientific work justify the feasibility of using the GTM method to form a clear system of grammatical rules that serves as a foundation for successful language communication. The authors of the study emphasize the importance of the grammatical component in the development of English education. Unlike audio-lingual and communicative methods focused on the development of oral speech, the GTM method provides an opportunity to thoroughly study the grammar and vocabulary of the English language for further use in real communications [3].

According to Zh. K. Kiynova, A. Q. Kurmankulova, A. Zheniskyny, A. Murzabaeva the process of learning English should be based on three main components: mastering the basic principles of acting, deep knowledge of grammar, and a wide vocabulary. Taking into account the above, the researcher concludes about the expediency of using the GTM method in the process of forming the translation competence of future specialists. This method is based on the application of a complex of practical technologies, such as: listening, speaking, reading, writing, translation [4].

D. D. Manukyan in his scientific work deeply investigates the topical issue of training qualified personnel who are able to effectively use a foreign language in their professional activities. The author emphasizes that the modern labor market needs specialists who not only have knowledge of a foreign language, but also have practical skills in communicating with foreign partners, completing internships abroad, and using foreign sources in scientific work. Accordingly, there is an urgent need to improve the methodology of foreign language training of students of non-linguistic specialties, emphasizing the development of their translation competence. At the same time, the researcher notes that at the moment there is a significant

[2] Adsyz, R. (2015). Comparative analysis of methods of teaching a foreign language to students in grades 5-8 in secondary schools in Ukraine and Turkey (using the example of the English language): dissertation of the Doctor of Pedagogical Sciences. *Chisinau: Chisinau State Pedagogical University named after I. Creanga*, p. 152. Retrived from: http://www.cnaa.md/files/theses/2015/22239/adsiz_remzi_thesis.pdf

[3] Atabekova, N. K., Sarmanova, B. O. (2020). The sphere of education of the Kyrgyz Republic in the legal aspect: current state and development prospects. Education and Law, 12, 167-177. Retrieved from: https://scholar.archive.org/work/thwutqzxpjhhnnt4qaeiutbj7m/access/wayback/https://cyberleninka.ru/article/n/sfera-obrazovaniya-kyrgyzskoy-respubliki-v-pravovom-aspekte-sovremennoe-sostoyanie-i-perspektivy-razvitiya/pdf

[4] Kiynova, Zh. K., Kurmankulova, A. Q., Zheniskyny, A., Murzabaeva, A. (2021). The role of pedagogical design using the ADDIE model in the design of components of online lessons. *Herald of KazNU named after al-Faraby. Series «Pedagogical Sciences»*, 4(69), 52-63.

gap in the methodical provision of the process of teaching the translation of texts by profession using the HTM method [5].

O. B. Jalilbayli in their scientific work deeply explore the topical issues related to the HTM method, namely: a detailed analysis of the historical context underlying HTM, the study of its features and contribution to the education of Ukraine, determining the factors that led to its extinction. The authors substantiate the relevance of the use of HTM in the process of formation of translation competence and outline a number of tasks that need to be solved: conducting a retrospective analysis of the development of HTM in the digital era in Ukraine, developing a methodology for the formation of translation competence in future specialists of non-language specialties based on the integration of HTM with other teaching methods, approbation author's methodology [6].

It is believed that solving the tasks in the process of conducting the research will allow building the educational process in higher education institutions of Ukraine at the highest level, using the integrated GMT methodology with other methods of forming translation competence. The purpose of the study was to develop a methodology for the formation of translation competence in students of non-language majors.

2. The analysis of existing methods for solving the problem and formulating a task for the optimal technical development

The Grammar and Translation Teaching Methodology (GTM) originated in the 16th century in Europe. It was based on the traditional method of learning Latin that had been used in schools for centuries. GTM is based on several basic principles, namely: the study of grammar (emphasizes the importance of studying the grammatical rules and structures of the target language); translation: (translation is used as a tool for understanding the target language and developing reading and writing skills); vocabulary development (vocabulary is usually studied with the help of dictionaries, lists of words and flashcards); reading and writing (emphasizes reading and writing as essential language skills). Due to its ease of use, its effectiveness for developing reading and writing skills, and its conformity with traditional ideas about language learning, GTM has been the dominant method of language learning for centuries. With the development of new language learning

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[5] Manukyan, D. D. (2015). Analysis of methods of teaching English in the context of global changes in the world. *Unique research of the 21st century*, 11, 122-126. Retrieved from: https://cyberleninka.ru/article/n/analiz-metodik-obucheniya-angliyskomu-yazyku-v-usloviyah-globalnyh-izmeneniy-v-mire/viewer

[6] Jalilbayli, O. B. (2022). Forecasting the prospects for innovative changes in the development of future linguistic education for the XXI century: the choice of optimal strategies. *Futurity Education, 2*(4), 36–43. Retrived from: https://doi.org/10.57125/FED.2022.25.12.0.4

methods that were more effective for the development of communicative skills, changing learning goals and the growth of the communicative approach, GTM began to lose its popularity in the 20th century [7].

The advantages of integrating GTM with other teaching methods are suggested to include: comprehensive learning: (integrating GTM with other methods can help develop all language skills, not just grammar and translation); effectiveness: (using different methods can make the language learning process more effective and interesting); motivation: (a variety of methods can help maintain motivation and interest in language learning).

The developed methodology is based on three pedagogical conditions: the development of motivation for the formation of translation competence; improvement of the content of the training of future specialists in non-linguistic specialties using the integrated methodology of grammar and translation with other teaching methods; application of effective digital technologies and methods of translation competence formation [8].

Communication is a system that includes two aspects. Students need to be able to communicate and decode. While most materials used in classes focus primarily on developing the ability to use a foreign language, only a few tasks and materials focus on developing students' ability to translate content into their native language [10]. This allows us to conclude that translation develops flexibility, accuracy and clarity in order to find the most appropriate words to express what the original text conveys, and develops the qualities necessary to enrich and develop the language of the target. Translation of written and oral texts is an interdisciplinary activity carried out for communication between people belonging to different cultures.

The basis of the content of the first pedagogical condition is a system of motives and needs: the formation of a stable interest in the use of grammar and translation methods, independent performance of tasks, the desire for self-development and integration of GMT with other teaching methods. The second pedagogical condition aims at the selection of forms, methods and means, development of the methodology for the formation of translation competence. The third pedagogical condition is the use of: the «Brainstorming» method: it increases mental activity, creative abilities, helps to find equivalent terms; «round table» method: discussion of read texts, formulation of opinions, holding discussions; cases: examination of practical

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[7] García, Á. M. (2019). The opportunities of epistemic pluralism for Cognitive Translation Studies. *Translation, Cognition & Behavior*, 2(2), 165–185. Retrived from: https://doi.org/10.1075/tcb.00021.mar

[8] Nitzke, J., Tardel, A., Hansen-Schirra, S. (2019). Training the modern translator–the acquisition of digital competencies through blended learning. *The Interpreter and Translator Trainer*, 13(3), 292–306. Retrived from: https://doi.org/10.1080/1750399X.2019.1656410

issues, search for solutions; dictation-retelling: formation of compression skills, text acceptance [9].

The author's methodology included the need to implement the following components of readiness, namely: socio-psychological component, cognitive and axiological.

The socio-psychological component is a set of psychological processes and phenomena that arise as a result of the interaction of people with each other. This component includes such aspects as: communication, perception, interaction, group dynamics, interpersonal relations.

The socio-psychological component plays an important role in the life and activities of every person. In the process of communication, the following aspects can be distinguished: content, purpose and means. The socio-psychological component affects how a person perceives the world, interacts with other people and makes decisions [10].

From a socio-psychological point of view, the integration of grammar and translation teaching methods should be aimed at the development of social and psychological skills necessary for successful communication. These skills include: motivation (desire to learn the language and use it to communicate), confidence (belief in one's ability to speak the language), empathy (the ability to understand and appreciate other people's culture and point of view), collaboration (the ability to work with and communicate with other people them).

The cognitive component is a set of cognitive processes that allow a person to perceive, process and store information, as well as use this information to make decisions, solve problems and respond to the surrounding world. This component includes such aspects as: attention, perception, memory, thinking, language, intelligence. The cognitive component plays an important role in all aspects of human life, such as: learning, memory, problem solving, decision making, creativity [11].

From a cognitive point of view, the integration of grammar and translation teaching methods with other methods should be aimed at developing the cognitive skills necessary for language acquisition. These skills include: memory (the ability to remember words, grammar rules and vocabulary);

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[9] Wu, D., Zhang, L. J., & Wei, L. (2019). Developing translator competence: understanding trainers' beliefs and training practices. *The Interpreter and Translator Trainer*, 13(3), 233–254. Retrieved from: https://doi.org/10.1080/1750399X.2019.1656406

[10] Scocchera, G. (2020). The competent reviser: a short-term empirical study on revision teaching and revision competence acquisition. *The Interpreter and Translator Trainer*, 14(1), 19–37. Retrieved from: https://doi.org/10.1080/1750399X.2019.1639245

[11] Kasperavičienė, R., Horbačauskienė, J. (2020). Self-revision and other-revision as part of translation competence in translator training. *Journal of Language and Cultural Education*, 8(1), 117–133. Retrieved from: https://doi.org/10.2478/jolace-2020-0007

attention (ability to focus on a task and filter out distractions); thinking (ability to analyze language, understand its structure and meaning); creativity (ability to generate new language forms and use language flexibly). An axiological component is a system of values, principles and beliefs that make a person capable of certain activities. This component determines how motivated, responsible, and organized a person is, as well as how much they value the knowledge, skills, and abilities necessary to successfully complete a task [12].

The axiological component of readiness may include the following aspects: value attitude to activity, responsibility, organization, motivation, self-confidence, self-discipline, cognitive activity. From an axiological point of view, the integration of the method of teaching grammar and translation with other methods should be aimed at developing values that will help higher education students to become responsible and ethical citizens of the world. These values include: respect, tolerance, openness, responsibility.

In order to check the current state of the formation of translation competence and the effectiveness of the method of formation of translation competence of specialists in non-linguistic specialties through the use of GMT and its integration with other teaching methods during the educational process at Zhusup Balasagin.

The purpose of testing the effectiveness of the developed methodology was to investigate the effectiveness of GTM integration with other language teaching methods in the process of teaching students of non-language majors, as a key to the formation of translation competence in them.

The students involved in the survey were divided into two groups of 20 in the code room. The participants of the first group studied according to the traditional method, and the second group – using the integrated GTM method with other teaching methods, namely, the communicative method, audio-lingual method, the immersion method and learning technologies. Participants of both groups: attended 3 English classes a week, completed homework, passed tests on knowledge of grammar, vocabulary and communication skills[13].

The criteria for controlling the effectiveness of the developed methodology are recommended to include: knowledge (testing knowledge of basic facts, concepts, principles and theories, assessing students' ability to clearly and concisely describe key points, determining the level of understanding of terminology and nomenclature); understanding (analysis of

[12] Ducháčková, S. (2006). Methods and Approaches in Foreign Language Teaching. Brno, p. 94. Retrived from: https://is.muni.cz/th/ipwd5/Diploma_Thesis.pdf

[13] Efthymiou, E., Kington, A. (2022). The development of inclusive learning relationships in mainstream settings: A multimodal perspective. *Cogent Education*, 4. 167. Retrived from: https://www.researchgate.net/publication/315535635_The_development_of_inclusive_learning _relationships_in_mainstream_settings_A_multimodal_perspective

students' ability to explain the meaning of information and its connection with other knowledge, assessment of the ability to interpret data, draw conclusions and generalizations, determine the level of critical thinking and analytical abilities); application (testing of the ability to use knowledge and skills to solve practical problems, assessment of students' ability to apply theory in practice in various situations)[14].

The following methods are recommended for the formation of the socio-psychological component of readiness: cooperation (organization of group and pair tasks in order for students to practice language communication); role-playing (using a role-playing game helps students of higher education institutions learn to communicate in different situations); modeling (using simulations of real-life situations to help higher education students learn to use language to communicate); cultural exchange (giving higher education students the opportunity to learn about the culture of the natives).

Teaching methods that correspond to the cognitive component include: practice (giving higher education learners the opportunity to practice language skills in different contexts), authentic materials (using authentic materials such as texts and recordings of native speakers to teach the language), visualization (using visual materials, such as charts and tables, to explain grammar and vocabulary), digital technologies (using technologies such as language learning programs and online tools to support language learning) [15].

The axiological component of readiness is proposed to be formed with the help of: discussion (holding discussions on cultural and value topics); projects (engaging higher education students in projects that help them explore different cultures and perspectives), service (giving higher education students the opportunity to use their language skills to help others), reflection (encouraging higher education students to reflect on their learning experiences languages and their meanings).

The analysis of the theoretical foundations of translation competence research emphasizes the urgent need to update educational programs and professional training standards for future translators. The key point is a pragmatic approach to translation that takes into account the dynamic needs of modern society. The emphasis shifts to the formation of intercultural communicative competence of translators, which goes beyond simple language proficiency.

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[14] Albir, A. U., Galán-Mañas, A., Kuznik, A., Olalla-Soler, C., Rodríguez-Inés, P., Romero, L. (2020). Translation competence acquisition. Design and results of the PACTE group's experimental research. *The Interpreter and translator trainer*, 14(2), 95–233. Retrieved from: https://doi.org/10.1080/1750399X.2020.1732601

[15] Huang, D., Xia, J. (2021). Translation of diplomatic neologisms from the perspective of manipulation theory. *International Journal of English Linguistics*, 11(6), 130–139. Retrieved from: https://doi.org/10.5539/ijel.v11n6p130

This new vision of training specialist translators includes: a deep understanding of the cultural contexts and characteristics of different peoples, the ability to adapt one's language and communication style to the audience and the situation, the ability to establish effective communication with representatives of different cultures, the ability to establish effective communication with representatives of different cultures, the ability to adapt your language and style of communication to the audience and the situation. knowledge and understanding of ethical principles of translation activity [16].

Thus, GTM is an innovative language learning method that can help you learn it faster and more efficiently.

The relevance of this topic in the study is due to the need to improve the educational environment for the training of specialists in non-language specialties, taking into account: global changes in the digital society: the growing role of information technologies, new forms of communication and online learning; development strategies in competitive conditions: the need to train specialists who possess not only professional knowledge, but also competencies in the field of information technologies, communication and critical thinking. The study proved that the use of GTM and its integration with other teaching methods promotes the development of students' independence and activity in the learning process, allows them to visualize information, which makes it more accessible and understandable, provides an opportunity to practice translation skills in the context of various professional fields. In the course of the experiment, it was proven that improving the educational environment using GTM and integrating it with other teaching methods will allow: to improve the quality of training of specialists in non-linguistic specialties, to make the educational process more flexible and adaptable to the needs of modern society, to prepare competitive specialists who meet the requirements of the labor market [17].

Based on thorough research by S. Ducháčková (2006) in the field of English language teaching methods, it is appropriate to outline five key principles on which the HTM method is based: systematic study of grammar, practical translation, expansion of vocabulary, development of reading skills, improvement of writing skills. It is important to emphasize that the use of the HTM method has a number of significant advantages, namely: systematicity and consistency, deep understanding of grammar, accuracy of translation, enrichment of vocabulary. At the same time, it is important to objectively

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[16] Devadze, A., Gechbaia, B., Gvarishvili, N. (2022). Education of the future: an analysis of definitions (literary review). *Futurity Education,* 2(1), 4–12. Retrieved from: https://doi.org/10.57125/FED/2022.10.11.19

[17] Efilt, E., Almazova, L. (2023). Analysis of research on special education in Ukraine. *Universum: psychology and education: electronic scientific journal,* 4(106), 9–15. Retrieved from: https://7universum.com/ru/psy/archive/item/15247

assess some of the shortcomings of the HTM method: limitations in free communication, lack of an authentic context, mechanical learning, inefficiency for the development of listening and speaking skills. It is important to note that the HTM method has both its advantages and disadvantages, so it is advisable to use it in combination with other methods of teaching English, which are focused on the development of all language skills [18].

To date, no generally accepted model has been created that is used by specialists involved in the professional training of future linguists. It is possible to single out models that are recognized and applied by different scientific schools in this field, but there are few generally accepted typologies of translation teaching models, although the formulated concepts have common features. Currently, experts agree that the model of C. Quinci, which includes the translation process and secondary components of translation competence and contains five main competencies: translation, linguistic, contrastive, contrastive-discursive and extralinguistic competence, is the most comprehensive. It should be noted that in the proposed model, transpositional competence is understood as translation competence, which is considered as a basic competence into which other competences are integrated. The author notes that it can be interpreted as the ability to complete the process of transposing meaning from the native language to a foreign one, taking into account the purpose of translation and the specifics of the recipient. Transpositional competence consists of several components, including: comprehension competence (the ability to analyze, synthesize and activate extralinguistic knowledge in order to convey the content of the text), the ability to deverbalize the original language and the target language in certain fragments (i.e., to control interference), the ability to deverbalize and interfere, the competence in reproduction (organization of the text, creativity), the competence in carrying out the translation process (choosing the most appropriate method). The analysis of the proposed models showed that they include linguistic, psychological and psychomotor skills in the translation process, and also demonstrate the importance of using relevant scientific knowledge in the field of psychopedagogy and linguistics. None of the models envisages a learning task that would focus on communicative behavior, which is also an important element in the broader context of the development of translation competence. Despite the diversity of views of the scientific community on the development of translation competence, the ideas that

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[18] Korneiko, Y., Tarangul, L., Dovzhuk, V. (2023). Traditions and innovations: two poles of education of the future. *Futurity Education,* 3(1), 5–14. Retrived from: https://doi.org/10.57125/FED.2023.25.03.01

emerged in this study allow us to distinguish three classical components that follow from the above definitions [19].

Emphasizing the importance of the GTM method in the process of professional training of specialists, the research group J. Nitzke, A. Tardel, S. Hansen-Schirra (2019) concludes that this method can be a useful tool for language learning, but it is recommended to use it in combination with other methods to ensure comprehensive and effective training. Studies have emphasized that the synergy of GTM with other methods, for example, communicative (development of communication skills), immersion method (immersion in the language environment) and audio-lingual (development of listening and speaking skills), makes it possible to: acquire thorough knowledge of grammar and vocabulary, develop translation skills, enrich vocabulary, improve reading and writing skills, learn to communicate freely, immerse yourself in the language environment, improve listening and speaking skills. Thus, the combination of GTM with other methods of teaching English makes it possible to obtain a comprehensive and effective result, which makes the language learning process more interesting, productive and practically useful [20].

According to the researcher Á. M. García translation competence should be understood as a combination of several key elements, namely: deep knowledge of the language into which the translation is carried out; perfect command of the language from which the translation is carried out; understanding of the subject area of the text being translated; the ability to compare languages and encode/decode information, which generally forms communicative competence [21].

D. Huang and J. Xia actively researched the formation of translation competence. In the presented scientific achievements, translation competence is presented as a comprehensive indicator of the translator's professional skills. This indicator makes it possible to assess the level of development of key competencies necessary for successful translation: linguistic, communicative, semantic, interpretive, textual, and intercultural. The use of the outlined approach to the definition of the concept is considered correct,

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[19] Nguyen, B. V., Ngo, T. C. T. (2021). Using the internet for self-study to improve translation for English-majored seniors at Van Lang University. *International Journal of TESOL & Education*, 1(2), 110–147. Retrieved from: https://i-jte.org/index.php/journal/article/view/43

[20] Khashan, O. A., Alamri, S., Alomoush, W., Alsmadi, M. K., Atawneh, S. et al. (2023). Blockchain-based decentralized authentication model for iot-based e-learning and educational environments. *Computers, Materials & Continua,* 75(2), 3133–3158, Retrieved from: https://www.techscience.com/cmc/v75n2/52083/html

[21] García, Á. M. (2019). The opportunities of epistemic pluralism for Cognitive Translation Studies. *Translation, Cognition & Behavior*, 2(2), 165–185. Retrived from: https://doi.org/10.1075/tcb.00021.mar

because thanks to these competencies, the translator can effectively perform his professional functions [22].

In the study, it is considered necessary to justify the definition of translation competence, which is understood as a set of knowledge, abilities, skills and operations necessary for the successful work of a translator or a specialist in a non-translation specialty. Translation competences are defined as specific manifestations of competence that depend on the purpose and tasks of translation. Competencies have a hierarchical structure: lower-level competencies can be successfully implemented only if higher-level competencies are mastered [23].

Higher level competences include: language competence: knowledge of vocabulary, grammar and stylistics of both foreign and native languages; professional competence: knowledge and skills accumulated by practitioners and researchers in the field of translation; background competence: the level of education and culture of the translator, his thesaurus knowledge. Despite the fact that O. B. Jalilbayli singles out different components of translation competence, the presented study proves that they are interconnected [24].

Investigating the methodology of translation competence development O. A. Khashan, S. Alamri, W. Alomoush, M. K. Alsmadi, S. Atawneh et al. (2023) propose to understand its essence in the readiness and ability to verbally and in writing transfer specialized information from one language to another and take into account the differences between the two texts, communicative situations and cultures. Researchers agree that translation competence consists of eight key components: competence – professional, intellectual, linguistic, speech, semantic, text-creative, interpretive, intercultural [25].

Based on the research of G. Scocchera, translation competence appears as a complex hierarchical model branching into basic and pragmatic components. According to the researcher's opinion, the development of a model for the integration of HTM with other teaching methods should focus

[22] Huang, D., Xia, J. (2021). Translation of diplomatic neologisms from the perspective of manipulation theory. *International Journal of English Linguistics*, 11(6), 130–139. Retrieved from: https://doi.org/10.5539/ijel.v11n6p130

[23] Nguyen, B. V., Ngo, T. C. T. (2021). Using the internet for self-study to improve translation for English-majored seniors at Van Lang University. *International Journal of TESOL & Education*, 1(2), 110–147. Retrieved from: https://i-jte.org/index.php/journal/article/view/43

[24] Jalilbayli, O. B. (2022). Forecasting the prospects for innovative changes in the development of future linguistic education for the XXI century: the choice of optimal strategies. *Futurity Education, 2*(4), 36–43. Retrieved from: https://doi.org/10.57125/FED.2022.25.12.0.4

[25] Khashan, O. A., Alamri, S., Alomoush, W., Alsmadi, M. K., Atawneh, S. et al. (2023). Blockchain-based decentralized authentication model for iot-based e-learning and educational environments. *Computers, Materials & Continua, 75*(2), 3133–3158, Retrieved from: https://www.techscience.com/cmc/v75n2/52083/html

on the basic part, which includes: conceptual component, technological component, pragmatic component, specific component, special component. It is important to emphasize in the research that the integration of HTM with other teaching methods should: contribute to the formation of integral and flexible translation competence, ensure systematic and thorough mastering of all aspects of translation activity, take into account the specifics of various types of texts and communicative situations, develop creative potential and critical thinking of future specialists. Thus, the development of a comprehensive training model combining HTM with other methods has significant potential for improving the quality of translator training [26].

From a methodological point of view, the expansion of the rights and opportunities of higher philological education institutions, in the sense of developing curricula in wartime conditions, is emphasized by the relative autonomy of the education system and dependence on the requirements of martial law regarding the necessary skills of translators. The improvement of the quality of training of target specialists is facilitated by the orientation towards the applicant and multimedia technical means, which undoubtedly contribute to the autonomy of the future specialist, the development of independent learning, the improvement of the future specialist, the development of independent learning and self-education skills, which makes it possible to constantly update skills and ensures the competitiveness of specialists in the labor market. High-quality training of specialists is ensured by innovations in university teaching methods, and in this context, the diversification of methods for the formation of professional skills acquires particular importance.

Considering the research analysis of the problem of using the method of teaching grammar and translation in the educational process of higher education institutions of Ukraine, it can be argued that GTM can be a useful tool for language learning, but it should be used in combination with other methods to ensure comprehensive and effective learning.

Teaching foreign languages in higher philological education institutions is focused on the active motivation of students in creating an individual learning trajectory. It is important that the process of teaching and learning a foreign language is aimed at a methodology that enables the connection between the elements of communication (phonological and grammatical units), while ensuring the equivalence of communication (phonological, lexical and grammatical units), while creating equivalence between oral and written communication. In this context, according to J. Carrasco Flores, the

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[26] Scocchera, G. (2020). The competent reviser: a short-term empirical study on revision teaching and revision competence acquisition. *The Interpreter and Translator Trainer*, 14(1), 19–37. Retrieved from: https://doi.org/10.1080/1750399X.2019.1639245

methodology encompasses a system of strategies for the theoretical and practical exploitation of hypotheses, the accumulation and processing of the data obtained, the construction and verification of applied models for optimizing education. Accordingly, didactic methodology actualizes the methods and didactic procedures used in the learning process, teaching methodology specifies teaching methods, methodology covers teaching strategies, referring to general principles that determine the use of appropriate methods, procedures and techniques [27].

It is also necessary to emphasize the need to develop basic translation skills as the basis of translation competence. The pragmatic part of translation competence includes knowledge and skills that are not necessary in all situations, but are adapted to the communicative situation and involve the use of certain translation methods, knowledge and certain types of translation. In this regard, each of these competences requires two factors (reception – in the field of the original language, production – in the field of the target language). These skills complement each other and form the basis of the skills necessary for the applicant to be able to translate stylistically and linguistically complex texts with the necessary degree of communicative equivalence. This textual nature of translation competence explains why people who are fluent in two or more languages do not always become good translators. How philologist candidates interpret the translated text, how they construct and reconstruct the translation, how they choose words, how they reproduce the text based on the original text – all this forms their translation competences (linguistic, extralinguistic and reproductive), organically interconnected and collectively forming strategic or translation competence. In addition, teaching translation involves the gradual development of knowledge, skills and abilities of philologist candidates, which is determined by the specifics of the translation process itself (its division into stages), learning conditions (the number of hours allocated to these stages), learning conditions (the number of hours allocated to the subject, the program and form of training, the language preparation of candidates). From the point of view of the formula for the development of translation skills, «linguistic, extralinguistic and reproductive competencies, together form strategic or translation competence», a three-stage teaching technology is proposed. In this methodology, the translation skills of linguist students are aimed at the formation of the professional value of translation skills through teaching strategies. The main method of teaching and learning is to explain the differences between the different grammatical

[27] Khashan, O. A., Alamri, S., Alomoush, W., Alsmadi, M. K., Atawneh, S. et al. (2023). Blockchain-based decentralized authentication model for iot-based e-learning and educational environments. *Computers, Materials & Continua,* 75(2), 3133–3158, Retrived from: https://www.techscience.com/cmc/v75n2/52083/html

structures of the foreign and native languages, as well as to explain the different lexical structures that are confused in the foreign language. In addition, the interpretation of case differences between texts that address grammatical and lexical issues, and the analysis of possible options for their transmission in the native language, as well as the explanation of the choice of certain lexical units that are preferred over others in translation. The main emphasis in the three-level teaching methodology is on the practical part (exercises, discussions). Special written exercises in a foreign language (narration, explanation, essay), translation with specialized vocabulary and writing certain types of written works. The procedural dimension of text translation should also include the type of text – literary/non-literary. The accessibility of literary text translation also takes into account knowledge of literary theory: genre, literary form, figures of speech, text structure, etc[28].

When choosing the presentation and translation of non-literary texts, it is necessary to check the degree of their accessibility, familiarize students with the topic of the text, and arouse interest in the topic. Given these aspects, various strategies will be used in the form of various educational exercises that combine writing and reading, as well as exercises with different tasks: interpreting words and finding equivalents, guessing the meaning; interactive methods, explanatory-heuristic: lecture, conversation, explanation, as well as interactive, student-oriented: problematization, analysis of specific situations, frontal debates, discussion, graphic organization, thinking in pairs and presenting (GPP), gallery tour, presentation, illustrated films, dominological test, assessment based on checking individual work products, mutual assessment, analysis, synthesis, translation of texts, communicative method, audio-linguistic method, discussion, argumentation, dictionary work, comparative research, team, group and individual work, project, portfolio, brainstorming, spontaneous translation of monologues, isolation of the semantic content of the text, skimming, summarizing.

After analyzing the methods and strategies of teaching foreign languages and existing teaching strategies, specific strategies for teaching, learning and assessing translation were selected, aimed at developing translation competence, which is the purpose of this study. These strategies were used at different stages of the proposed methodology for developing translation potential: strategic, communicative, instrumental/professional and socio-cultural. The strategies proposed in this pedagogical methodology will be used

[28] Atabekova, N. K., Sarmanova, B. O. (2020). The sphere of education of the Kyrgyz Republic in the legal aspect: current state and development prospects. Education and Law, 12, 167-177. Retrieved from: https://scholar.archive.org/work/thwutqzxpjhhnnt4qaeiutbj7m/ access/wayback/https://cyberleninka.ru/article/n/sfera-obrazovaniya-kyrgyzskoy-respubliki-v-pravovom-aspekte-sovremennoe-sostoyanie-i-perspektivy-razvitiya/pdf

with philology students to develop translation skills, the formation of which is aimed at this study, namely the use of lexical and grammatical translation transformations in translation. Lexical substitution: identification and generalization. For example, «to marry» – to marry, to give in (dialectism). Generalization clock and watch – a watch. These are intralinguistic transformations that require changes at the lexical and grammatical levels, they are called translation transformations. Lexical transformations are recommended when replacing a word or combination of words in the source text with a word or combination of words in the target language that is not a direct equivalent in the target language. It is worth noting that this only involves changing the order of words in a sentence, while replacing parts of speech or parts of a sentence are grammatical transformations. Grammatical and lexical transformations are usually used together [29].

The promotion of competency-based learning leads to the preparation of philologists for professional mobility and creativity. The experience of advanced countries in the training of translators indicates the need to optimize teaching technologies through the efforts of teachers in developing curricula, because the effectiveness of higher education is determined by the quality of professional skills and the degree of competitiveness in the labor market. Teachers of higher educational institutions are engaged in optimizing curricula and processes for training philologists in order to ensure the competitiveness of specialists. Scientific and technological progress stimulates innovations in teaching methods at universities. Teaching methods are a constant field of pedagogical creativity, an integral virtue of teachers and, in this sense, a necessary part of the assessment of pedagogical resources: learning skills, rationalization of teaching time, computer-based assessment of learning outcomes. Teaching methods and assessment strategies that focus on students' needs and the achievement of their goals through educational content based on theories of cognition, learning, and communication are determined by the nature of the educational material, the quality of the tools available, the subject taught, and the professional culture of the teacher [30].

GTM is proposed to be integrated with other learning methods as follows: GTM + Communicative method. GTM: Using GTM to develop grammatical accuracy and vocabulary. Communicative method: Development of speaking and listening skills through practical communication. The advantages of such

[29] Manukyan, D. D. (2015). Analysis of methods of teaching English in the context of global changes in the world. *Unique research of the 21st century*, 11, 122-126. Retrieved from: https://cyberleninka.ru/article/n/analiz-metodik-obucheniya-angliyskomu-yazyku-v-usloviyah-globalnyh-izmeneniy-v-mire/viewer

[30] Scocchera, G. (2020). The competent reviser: a short-term empirical study on revision teaching and revision competence acquisition. *The Interpreter and Translator Trainer*, 14(1), 19–37. Retrived from: https://doi.org/10.1080/1750399X.2019.1639245

a combination are that the process of learning grammar and vocabulary with the practice of communication becomes more interesting and effective. GTM + Immersion method. GTM: Learning the grammar and vocabulary of the target language. Immersion method: Deepening language knowledge in order to practice your communication skills. The advantages include the opportunity to fully immerse yourself in the language environment and accelerate the pace of language learning. GTM + Audio-lingual method. GTM: Learning the grammar and vocabulary of the target language. Audio-Lingual Method: Development of listening and speaking skills through listening and repeating audio recordings. The advantages are the improvement of the process of pronunciation and intonation, listening skills and understanding the language by ear. GTM + Technologies. GTM: Using online resources and programs to learn grammar and vocabulary. Technologies: Application of language chatbots and other technologies for communication practice. Advantages: this method makes the learning process more accessible and convenient, and also gives you the opportunity to practice your communication skills with native speakers [31].

Thus, the integration of GTM with other methods can help to learn a language more effectively and comprehensively.

CONCLUSIONS

In the course of the research, it was found that the effectiveness and practical value of GTM determine its relevance in the modern educational paradigm. The advantages of its use include: formation of a stable grammatical basis, expansion of vocabulary, development of translation skills, improvement of intercultural competence, motivation to learn the language. Certain limitations of using the method are identified, namely: the risk of excessive focus on grammar, insufficient attention to the development of conversational skills, difficulty for students with a low level of language knowledge.

The study emphasizes the importance of qualitative formation of translation competence of specialists in non-linguistic specialties by using GMT and integrating it with other teaching methods during the educational process in higher education institutions of the Ukraine. The key success factor is a clearly organized process of learning English based on the integration of GMT with other learning methods.

For the effective implementation of this process, it is necessary to implement the components of readiness for the formation of translation competence: cognitive, socio-psychological and axiological.

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[31] Ducháčková, S. (2006). Methods and Approaches in Foreign Language Teaching. Brno, p. 94. Retrived from: https://is.muni.cz/th/ipwd5/Diploma_Thesis.pdf

In the process of research methods of their formation were developed, introduced into the practice of training specialists in non-linguistic specialties, and their effectiveness was checked. The effectiveness of the implemented methodical toolkit for the formation of readiness components has been proven. The results of the study can be used to improve the training of future specialists in non-language specialties.

The implementation of updated educational programs and standards, taking into account the emphasis on intercultural communication, will allow preparing translators of a new generation who will be able to successfully solve complex tasks in the field of international communication. This, in turn, will contribute to: the development of business and cultural ties between the countries; improving mutual understanding between peoples; increasing the authority of Ukraine in the international arena. Rethinking the training of translators is an investment in the future of Ukraine.

Prospects for further research are aimed at the development of a wider range of methodological tools with the aim of forming the process of readiness of future specialists of non-linguistic specialties to use GMT in education. The obtained primary results require the expansion and deepening of the problem being developed, therefore the development of a wider complex of scientific and methodological support will contribute to the formation of systematic knowledge about future activities, as well as the development of skills and abilities to use them in practice.

SUMMARY

Given the growing need for intercultural and social communication in the world, there is an increasingly urgent need to develop translation competence in students of non-linguistic majors. The implementation of such an approach can be successfully implemented using the GTM (Gagne's Nine Events of Instruction) method with its integration with other teaching methods. The purpose of the study is to develop and test the methodology and pedagogical conditions for the formation of translation competence among students of non-language majors. This technique will be based on the GTM (Gagne's Nine Events of Instruction) model and will be integrated with other translation teaching methods. In the course of the research, the essence of the concepts «method of learning grammar and translation» and «translation competence» was clarified. The following methods were used in the research, namely: analysis, comparison, systematization, classification, generalization and experiment, methods of mathematical statistics. As part of the experiment, a methodology and pedagogical conditions for its implementation were developed to increase the level of formation of translation competence, while using GMT in the process of integrating it with other teaching methods during

the educational process in higher education institutions of Ukraine. The outlined methodology includes: implementation of readiness components with selected methods of their formation and pedagogical conditions. The implementation of this methodology made it possible to improve the educational process in higher educational institutions of the Ukraine during the training of future specialists in non-linguistic specialties. Based on the results obtained in the process of experimental research, promising directions aimed at improving the level of mastery of translation competence of future specialists in non-linguistic specialties by using the integration of GMT with other teaching methods have been formed. The practical significance of the results obtained in the course of the conducted research lies in the presented development of pedagogical conditions and methods of improving the formation of translation competence of non-language specialists by using the integration of GMT with other teaching methods.

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