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## GTM in new era: A reflection on its development and integration with other teaching methods

**Wenyi Guan\***

Kyrgyz National University named after Jusup Balasagyn  
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

**Dan Hong**

Kyrgyz National University named after Jusup Balasagyn  
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

**Lihua Zhao**

Kyrgyz National University named after Jusup Balasagyn  
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

**Bermet Ibraeva**

Kyrgyz National University named after Jusup Balasagyn  
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

**Bermet Ryskulova**

Kyrgyz National University named after Jusup Balasagyn  
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

### Abstract

**Relevance.** The rapid development of information technologies and the changing educational needs of society require continuous improvement of teaching methods, making the examination of the grammar-translation method (GTM) and its integration with other approaches relevant. This allows identifying the strengths of this method and ways to optimise it in accordance with current challenges.

**Purpose.** The purpose of the study is to explore ways to integrate GTM with other teaching methods, such as the direct method, the audio-lingual method, and the Suggestopedia, to create more effective and comprehensive educational strategies.

**Methodology.** Conceptual modelling, synthesis, and comparison methods were used in the study.

**Results.** The results indicate the prospects of integrating various teaching methods, including GTM, with other approaches such as the direct method, the audio-lingual method, and the Suggestopedia. The study discovered that integrated teaching methods also contribute to actively engaging students in the learning process by stimulating them to work independently, conduct research, and exchange knowledge, thus creating a more dynamic and stimulating learning environment that promotes the development of not only knowledge but also the skills necessary for successful adaptation in modern information society. However, the study also demonstrated that for maximum effectiveness of such programmes, it is important to consider the individual characteristics and needs of each student, which will make the educational process more flexible and efficient, providing students with optimal conditions for learning and development.

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\*Corresponding author



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**Conclusions.** The results of the study can be used to develop and improve educational programmes, adapt teaching methods to student needs, and optimise the learning process as a whole.

**Keywords:** live communication; grammar-translation method; online platforms; Suggestopedia; effective educational strategies.

## Introduction

The adaptation of the grammar-translation method (GTM) to new conditions, such as changes in educational policy, technological progress, societal and cultural development, and students' needs and characteristics, helps to enhance the effectiveness of the educational process by providing a deeper and more systematic understanding of the study material. This is important not only for students but also for teachers, who require tools for effective knowledge transfer. Research on this issue can contribute to innovations in education. The integration of GTM with other methods can lead to the creation of new hybrid approaches that consider the diverse needs of students and promote a deeper understanding of the study material.

The study should consider the integration of GTM with other advanced teaching methods, such as the direct method, the audio-lingual method, and the Suggestopedia, to identify potential synergies and optimal strategies for combining different methods to improve the quality of education. However, a challenge in the study is that students have different learning styles, interests, preferences, and levels of preparation, which complicates the creation of a universal approach to teaching. Therewith, the rapid development of technologies requires teachers to constantly update their knowledge and skills to use current educational tools effectively. Time constraints, access to resources, performance assessment, and other aspects of organising the educational process can influence learning effectiveness.

Researchers B.S. Kinzheeva *et al.* [1] highlight the importance of comprehension and proficiency in working with texts in one's native language for students learning a foreign language, as it enhances their language skills and cultural enrichment. In their opinion, mastering the skills of working with texts in the native language helps students better understand language features and cultural contexts, which is essential for successful mastery of a foreign language. Working with texts in the native language includes reading, analysing, and translating various materials, such as articles in the media, literary works, scientific texts, and others. This underscores the importance of applying the grammar-translation method in the educational process, considering its focus on grammar and translation. It is worth exploring the mechanisms of this process more deeply and its impact on the effectiveness of learning as an additional factor in using GTM, expanding students' understanding and improving their language skills.

The study by H.H. Nurullaev [2] explores psychological approaches and methods used in teaching foreign languages. Special attention is paid to analysing psychological aspects that influence learning effectiveness. The author examines teaching methods and methods of assessing learning achievements, including various psychological approaches to assessing success. An important aspect is the application of different strategies and techniques to stimulate students' motivation to learn a

foreign language, which can remarkably enhance the level of education. It is necessary to investigate these approaches to learning a foreign language, especially in combining them with the conventional grammar-translation method.

In light of new perspectives on developing methods for teaching foreign languages, researcher E.T. Mukanova [3] emphasises the importance of multicultural competence for future teachers. Her research highlights the dual nature of the subject "foreign language", which implies simultaneous learning of language and culture. The researcher underscores that language can be considered an integral part of culture and a means of its expression. This view opens up new opportunities for analysing the relationship between methods of teaching foreign languages, including the conventional grammar-translation method and other approaches. Exploring this issue will allow for integrating various teaching methods to enrich the teaching process and enhance its effectiveness in the new era of education.

In the study by E.K. Zharmatova [4], the importance of considering various motivational aspects in the context of learning a foreign language is noted, including internal and external factors that influence the success of the educational process. In light of the current challenges in the academic field in the 21st century, the researcher emphasises the need to integrate teaching methods and analyse motivational factors, which can further expand the understanding of the effectiveness of conventional approaches. One such method is the grammar-translation method, which requires a more detailed examination of its integration with existing educational strategies.

In modern society, learning the English language from an early age is becoming increasingly important, as noted by S. Khalilova [5]. According to the researcher, this is because proficiency in the English language opens up many promising opportunities for children in the future and contributes to their professional growth. However, as the researcher asserts, it is necessary to consider the characteristics of the learners in the learning process. Therefore, for effective English language teaching for children, it is essential to use methods that promote active involvement in learning. The researcher is convinced that one such method is the Suggestopedia, which involves using special techniques to stimulate interest and effective language acquisition. Analysing this approach in conjunction with the grammar-translation method will help explore its effectiveness and potential applications in foreign language teaching.

The purpose of this study is to examine the possibilities of integrating the grammar-translation method with other educational approaches, such as the direct method, the audio-lingual method, and the Suggestopedia method, to develop more effective and comprehensive education strategies.

## **Materials and Methods**

The method of conceptual modelling applied in this study allowed the creation of abstract models reflecting the key aspects of integrating the grammar-translation method with other methods of teaching foreign languages. This method enabled the analysis of information about various approaches to teaching and identified potential ways of their interaction. By using the method of conceptual modelling, it was possible to develop models describing the processes of integrating GTM with the direct method, the audio-lingual method, and the Suggestopedia method, which revealed the key elements of each teaching method and determined ways of their interaction with the grammar-translation method. Furthermore, the conceptual modelling method used in the study allowed for the exploration of the potential advantages and limitations of integrating GTM with each of these teaching methods.

By reviewing existing studies, the synthesis method helped identify the key principles and characteristics of each teaching method and determine the opportunities and challenges of their integration. Through examining the integration of GTM with the direct language teaching method, insights were gained into how the grammar-translation method contributes to the acquisition of materials. The synthesis method combined various aspects of the direct language teaching method with the features of GTM and highlighted the potential advantages of this integration for the educational process. Furthermore, by exploring the integration of GTM with the Suggestopedia method, it was possible to identify the specifics of this approach to students' application of grammar and translation knowledge to solve real problems and scenarios. Through the synthesis of information about the characteristics of the audio-lingual method and GTM, key aspects of integrating these methods were identified, and their potential for developing critical thinking and practical skills in students was evaluated. Thus, the synthesis method allowed for the combination of information about different teaching methods and the identification of their potential for integration with the GTM, laying the foundation for developing effective educational strategies aimed at enriching the educational process and enhancing its effectiveness.

In this study, the comparison method allowed for a deeper examination and comparison of the features of integrating teaching methods with the grammar-translation method. By comparing various aspects of the direct method, the audio-lingual method, and the Suggestopedia method with the GTM, their potential advantages and challenges for the educational process were identified. The use of the comparison method in this study allowed for the systematisation of information about each of the considered teaching methods and their characteristics that influence the effectiveness and convenience of use in the context of second language learning. When comparing the direct method, the audio-lingual method, and the Suggestopedia method with the GTM, their similarities and differences were identified, including their potential for integration with the GTM to create effective and comprehensive educational strategies. It is important to note that thanks to this study, teaching methods that focus on different aspects of language were considered, allowing for their combination to create more diverse and effective

educational programs. The comparison method helped to understand that each of these methods has its own characteristics and limitations that need to be considered when integrating them with the GTM. Thus, the use of the comparison method in this study allowed for a deeper analysis of different teaching methods and evaluated their potential for integration with the grammar-translation method.

## **Results**

Globalisation is an intensive process in the 21st century, leading to increased integration at the international level. This process involves various aspects of the economy, politics, culture, education, and technology, significantly changing the global landscape of interactions. Globalisation promotes the creation of increasingly networked and interdependent systems, opening up new opportunities for international communication and cooperation.

One of the key aspects of globalisation is the expansion of communication networks and the increase in the flow of information between countries and cultures. Knowing several languages is advantageous in such a dynamic and diverse international environment. The ability to speak multiple languages allows for more effective communication with representatives of different cultures, understanding their perspectives, and participating in international dialogues and projects. Thus, language competence becomes a key tool for successful interaction in the international environment. Learning foreign languages also contributes to strengthening intercultural understanding and cooperation. It helps to overcome language and cultural barriers and develop tolerance and respect for diversity. People who speak several languages can better understand the cultural characteristics of other nations and find common ground with people from different cultural and social backgrounds. Moreover, new opportunities arise for international education, work, and travel in the context of globalisation. Knowledge of foreign languages expands access to educational and professional resources beyond one's home country, facilitating learning and working internationally. Thus, proficiency in foreign languages becomes an important factor in successful adaptation and competitiveness in the modern world [6; 7].

The grammar-translation method, as its name suggests, emphasises the study of grammar rules and sentence structures [8]. This method was widely used in pedagogy from the 19th to the early 20th centuries, but its dominance in modern pedagogical practice has diminished. It was widely used in educational institutions worldwide, especially in traditional schools and universities. Initially, with the help of GTM, education began with learning the grammatical rules of the language. Students were provided with a large number of grammar rules that they had to study and memorise. Students practised translating texts from a foreign language to their native language and vice versa. This was a means of reinforcing grammatical structures and activating vocabulary. Authentic literary texts, poetry, prose, were used for language study. The main focus was on the written form of the language, including grammar rules, correct spelling, and composition. Oral practice was not a priority within GTM. The majority of time was devoted to writing and text translation. In the GTM

approach, translation is seen as a tool for learning. Translation plays a key role in language learning, as its accuracy and correctness require a systematic understanding of grammar rules and sentence structure [9].

With the development of an understanding of the importance of oral communication in language learning, substantial changes have occurred in the grammar-translation method. Previously, GTM focused mainly on grammar study, text translation, and written practice, paying less attention to oral speech. However, with the expansion of pedagogical research and understanding that oral communication is an integral part of language proficiency, the method began to actively integrate oral exercises and dialogues into the learning process. Increasing the time allocated to oral exercises and dialogues became one of the major changes in GTM, which began to integrate other approaches. As a result, students began to have more opportunities to practice spoken language, exchange opinions, and participate in language dialogues, which contributed to the development of their oral skills. This approach to teaching also began to include the use of various oral exercises, role-playing games, debates, and other interactive methods, which helped students become more confident and competent in oral communication in the target language. As a result, education through GTM becomes more balanced, considering both written and oral aspects of the language, which allows students to better master language skills and apply them in practice.

With the development of computer technologies and the internet, new opportunities for language teaching have emerged. GTM was changed to take advantage of these technologies, such as online courses, multimedia materials, and educational programmes. Considering learners' changing needs and expectations, GTM began to adapt to new realities, including meeting the needs of different types of learners, including those studying the language for business purposes, tourism, academic and scientific research, and other fields. Methods used in the 21st century for language teaching are increasingly focused on developing communicative skills, such as listening, speaking, reading, and writing. GTM has evolved to pay more attention to these aspects in addition to studying grammar and translating texts. The grammar-translation method has often been criticised for its limited ability to develop practical language skills, such as listening and speaking. In the 21st century, teachers need to meet more diverse requirements to master the methodology of teaching foreign languages at a high level [10]. Nevertheless, despite the criticism, it is crucial to recognise that GTM is an important foundation for effective interaction, as it provides an understanding of language skills in various communication spheres. Therefore, it is important to consider the possibility of integrating additional language learning methods into the grammar-translation method to compensate for GTM's limitations in developing practical skills and ensure more comprehensive and effective learning. Methods such as the direct method, audio-lingual method, and Suggestopedia can be integrated with GTM to create more effective and adaptive educational programmes.

The integration of the grammar-translation method with the direct method (or the method of direct

communication) is an important approach that can have both advantages and disadvantages [11; 12]. Combining the grammar-translation method, which focuses on grammar and translation of texts, with the direct method, which emphasises direct communication in the target language, allows for the use of various teaching approaches that meet the needs of different students. The direct method encourages active use of the target language in various communicative situations, helping students better assimilate the language and develop confidence in communication. The variety of teaching methods and active interaction in lessons, characteristic of integrating grammar-translation and direct methods, can make lessons more interesting and engaging for students. However, such integration may also have some disadvantages, mainly because the grammar-translation and direct methods have different philosophies and approaches to teaching, which can cause some contradictions and difficulties in understanding for students. Successful integration of two different methods requires teachers to be flexible and creative in lesson planning and implementation and to have special training and experience in working with both methods. Some students may experience difficulties when transitioning from one method to another due to differences in approaches and expectations.

In turn, the integration of GTM with the audio-lingual method represents a promising direction in education, promoting active student engagement in the learning process [13; 14]. The integration of these two methods creates a balanced approach to language teaching, including both written and oral aspects of the language. In the context of active learning, this means that students become active participants in the learning process, engaged not only in studying grammatical structures and translating texts but also in practising oral communication and understanding spoken language. One of the advantages of such integration is the creation of a more interactive and stimulating educational environment. Students have the opportunity to apply their knowledge in practice, participating in dialogues, role-playing games, and other oral activities, which contributes to a deeper assimilation of the material. Moreover, integrating GTM with the audio-lingual method helps the teacher adapt the study material to the various needs of students and learning styles. This can be especially useful in multilingual classes where students have different language proficiency levels and different teaching methods preferences. Thus, integrating the grammar-translation method with the audio-lingual method contributes to creating a more effective and stimulating educational environment in which students actively participate in the learning process and develop both written and oral language skills.

The integration of the grammar-translation method with the Suggestopedia method opens up a promising area in language learning, providing students with a unique opportunity to master the language more effectively and engagingly [15-18]. This combination of methods can lead to a substantial improvement in the learning process and its effectiveness. One of the advantages of such integration is the creation of a stimulating and comfortable learning environment. The Suggestopedia method is based on the use of special techniques that help create a positive atmosphere and enhance students' motivation to learn the

language. This method contributes to the development of students' confidence in their abilities and a positive attitude towards language learning. Another advantage is the use of gaming and interactive elements in learning. The Suggestopedia method involves various games, role-playing situations, and creative tasks, making learning the language more engaging and memorable. This contributes to a deeper and more emotional perception of the study material and increases memorisation efficiency. Furthermore, integrating GTM with the Suggestopedia method contributes to the development of versatile language skills. GTM prioritises the structured examination of grammar and vocabulary, whereas Suggestopedia places emphasis on fostering communicative and associative skills. Such a combination

allows students to receive comprehensive training covering all aspects of the language.

However, it is essential to note some drawbacks of this approach. For example, it is necessary to consider the individual characteristics of each student and adapt the teaching methodology to their needs. In addition, the implementation of such a comprehensive approach requires significant time and resource investment from both teachers and educational institutions. Nevertheless, despite some limitations, the integration of GTM with Suggestopedia represents a promising area in language education that can bring considerable benefits to students and enrich the language learning process with new methods and technologies. The study compared the integration features of GTM with problem-oriented, active, and distance learning methods (Table 1).

**Table 1.** Comparison of the features of using integrated learning methods with GTM

<b>Aspects of the integration of teaching methods</b>	<b>Direct method</b>	<b>Audio-lingual method</b>	<b>Suggestopedia</b>
Courses and training programmes	The course is oriented and focuses on oral speech, natural communication	Based on repetition and practice, a strict sequence of lessons	Intensive programmes, emotional support, use of music and visual arts
Educational materials	Authentic texts, real situations, audio and video materials	Textbooks with dialogues and exercises, phonograms, and dictation	Specially designed textbooks, audio programmes, and musical compositions
Teaching methods and organisation of classes	Lessons include dialogues, role-playing games, group and individual work	Development habits through repetition	Interactive methods, scenarios, relaxation techniques
Evaluation and feedback	Focus on the assessment of communication skills, speech errors	Assessment of grammatical and lexical accuracy, listening and reading	Emphasis on positive feedback, emotional evaluation
Learning technologies	Video conferences, online resources, interactive applications	Audio and video recordings, electronic textbooks	Virtual classrooms, music programmes, audio and video materials
Professional development of teachers	Training in active teaching skills, exchange of experience	Preparation for the application of the methodology, master classes	Advanced training courses, seminars, practical classes

**Source:** compiled by the authors.

The integration of different teaching approaches allows for the creation of more flexible and effective educational programmes that consider students' individual needs and preferences. By comparing integrated methods with GTM, several key features can be highlighted. The direct method focuses on developing students' communicative competence by providing them with real communication situations and using authentic materials. The audio-lingual method emphasises repetition and practice, helping to form habits and automatic reactions. On the other hand, the Suggestopedia method is oriented towards providing emotional and psychological support to students, using specially designed textbooks and musical compositions to facilitate the learning process [19; 20]. The integration of these methods allows for the creation of more diverse and interactive educational programmes, promoting deep learning of the material and active student participation in the educational process. Nevertheless, it is necessary to consider each student's individual characteristics and adapt teaching methods to their needs and level of knowledge.

Overall, integrating GTM with other teaching methods can create more diverse, interactive, and adaptive educational programs that meet students' diverse needs. This can also contribute to developing and improving teaching methodology, which is important in today's rapidly changing educational requirements and technological innovations.

### **Discussion**

The integration of the grammar-translation method with other teaching methods, such as the direct method, the audio-lingual method, and Suggestopedia, provides an opportunity to create more effective and comprehensive educational strategies. This allows for consideration of various students' needs and learning styles, enriching the learning process. However, each of these approaches has its strengths and weaknesses, and successful integration of GTM with other methods requires a competent and flexible approach. Using various educational strategies with GTM can increase the effectiveness of learning and stimulate active student participation in the learning process, providing them with practical skills, critical thinking, and

motivation to learn [21-23]. It is worth analysing the views of researchers covering various aspects of the educational process and comparing them with the results of this study. This will provide a deeper understanding of trends in education and assess the effectiveness of different teaching approaches. An extensive comparison of the researchers' opinions on various methodologies with the results of a specific study can shed light on potential prospects and challenges in education and confirm or refute the hypotheses put forward in the context of this study.

The study of a second language and its teaching are fundamental stages in the educational process, playing a key role in the formation of language skills and intercultural competence. V. Cook [17] emphasised that learning a second language requires attention to various aspects, including grammar, vocabulary, pronunciation, and writing system. According to the researcher, this multi-faceted approach to second language learning allows students to develop basic language skills and enrich their linguistic repertoire. In addition, the researcher noted that learning a second language also involves mastering various learning strategies and methods. The researcher noted that students need to effectively organise their study time, use various methodologies and techniques, and adapt their approach according to their needs and learning styles. In this context, the definition of learning objectives and the choice of appropriate methods play an important role in ensuring the successful acquisition of a second language [24]. Compared with the results of this study, it is worth noting that integrating the grammar-translation method is one of the effective approaches to teaching a second language in conjunction with other educational approaches. This integration enriches the educational process, providing students with an understanding of grammar rules and their practical application in real communicative situations.

As noted by D. Nunan [18], sound perception is an integral part of the foreign language acquisition process, representing a communicative approach in education. According to the researcher, listening while learning a foreign language provides students with a valuable opportunity to immerse themselves in a linguistic environment and become familiar with various aspects of the language, such as intonation, rhythm, and pronunciation. The researcher noted that this allows them to develop listening comprehension skills and successfully adapt to diverse language situations. In the context of education, active listening contributes to the assimilation of authentic language phrases and expressions, which in turn promotes the development of language skills and communication confidence. The researcher is convinced that students who regularly practice listening acquire a broader vocabulary and immerse themselves deeper into the linguistic environment, thus facilitating their language development. Therewith, despite the importance of the grammar-translation method examined in this study, it is worth noting the need for its modernisation and supplementation with other approaches. Although GTM remains an important tool, especially for mastering language structures, its traditional nature may limit its effectiveness in the modern educational environment [25-27]. Therefore, integrating GTM with other teaching

methods can enrich the educational process and make it more adaptive to students' needs.

A study conducted by M. Ayu & Z.F. Pratiwi [19] on the impact of online learning on the effectiveness of knowledge transfer presents a noteworthy concept in the modern educational context. They emphasise that the use of online technologies has both positive aspects and some challenges for teachers. On the one hand, these technologies allow teachers to use a wide range of tools and resources for effective teaching. On the other hand, there is a need for teacher training and adaptation to new digital learning tools. An important aspect highlighted by researchers is the behaviour of the teacher when using online resources. They note that the teacher's ability to correctly use these resources can significantly influence learning outcomes. Proper implementation of online learning requires teachers to have special skills and competencies in technology and teaching methods [28]. Inadequate understanding of the functionality of online platforms can limit their effective use and, therefore, hinder the learning process. It is important to note that online learning websites can be useful tools for teachers; however, it is necessary to ensure accessibility and clarity of all functions of these web resources for teachers so that they can effectively use them in their practice [29; 30]. In light of these findings, the research results confirm that the use of online learning in conjunction with the grammar-translation method is an effective approach in the modern digital educational space. This is especially important considering that such technologies enable teachers to adapt to changing learning conditions and provide access to educational resources and tools at any time and in any place. Thus, online learning combined with the grammar-translation method is a powerful tool that contributes to improving the quality of education and the effectiveness of learning [31; 32].

According to the study by C.T. Mart [20], the audiolingual method develops students' communicative competence through dialogue. This method, according to the researchers, uses dialogues and typical exercises that students must repeat to form a habit, allowing them to react quickly and automatically in various situations. The exercises used in this method are helpful in learning a foreign language, as noted by the researcher, as they allow students to apply what they have learned. Within the framework of this study, it is essential to note the effectiveness of integrating the audio-lingual method with the grammar-translation method. Such an approach allows students to develop not only language skills but also communicative competence. The grammar-translation method provides students with an understanding of grammar rules and translation of texts, while the audio-lingual method develops their ability to speak and understand speech in a foreign language through dialogues and exercises [33-35].

The integration of the grammar-translation method with other educational approaches is a promising strategy in the field of second language teaching. Combining GTM with the direct, audio-lingual, and Suggestopedia methods allows for the creation of more effective and diverse learning programmes that consider the various needs and learning styles of students. This approach promotes deep learning of the material, active student participation in the

learning process, and the development of communicative skills. However, for successful integration of methods, it is necessary to consider their strengths and weaknesses and the characteristics of students. Furthermore, adapting the grammar-translation method to the modern educational environment requires its modernisation and complementation with other approaches. Overall, the integration of GTM with other teaching methods is a promising area that can enrich the educational process and make it more adaptive to the requirements and needs of students in the 21st century.

## Conclusions

In the modern world, where globalisation and international connections are becoming increasingly important, proficiency in multiple languages is becoming a key factor for successful interaction and competitiveness. The grammar-translation method, which focuses on grammar learning and text translation, continues to play a substantial role in language education. This method contributes to a deep understanding of grammar rules and the development of reading and writing skills, which are crucial for modern communication. However, to enhance the effectiveness of learning, it is necessary to integrate additional language learning methods, such as the direct method, the audio-lingual method, and the Suggestopedia method, to create more comprehensive and effective educational strategies.

The integration of different teaching methods is a strategy aimed at creating more flexible and effective educational programs that consider students' individual needs and preferences in the learning process. When comparing integrated methods with the grammar-translation method, several key aspects can be highlighted.

The direct method, which focuses on developing students' communicative competence, is based on creating real communication situations and using authentic materials. The audio-lingual method focuses on repetition and practice, which helps form students' habits and automatic reactions. The Suggestopedia method is oriented towards providing emotional and psychological support to students using specially designed textbooks and musical compositions to facilitate the learning process. The integration of these methods allows for the creation of educational programmes that provide a wider range of educational opportunities and contribute to a deep understanding of the study material. In addition, students' active participation in the learning process becomes more pronounced. However, it is necessary to consider students' individual characteristics and adapt teaching methods to their needs and level of knowledge to achieve optimal results.

Future research could focus on evaluating the effectiveness of integrating GTM with various teaching methods in the context of specific language environments and educational institutions. Assessing learning outcomes, student motivation, and knowledge acquisition levels can help determine optimal integration strategies.

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## Conflict of Interest

None.

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## **ГПМ в нову епоху: Роздуми про його розвиток та інтеграцію з іншими методами навчання**

### **Веньї Гуань**

Киргизький національний університет імені Жусупа Баласагіна  
720033, вул. Фрунзе, 547, м. Бішкек, Киргизстан

### **Дан Хонг**

Киргизький національний університет імені Жусупа Баласагіна  
720033, вул. Фрунзе, 547, м. Бішкек, Киргизстан

### **Ліхуа Чжао**

Киргизький національний університет імені Жусупа Баласагіна  
720033, вул. Фрунзе, 547, м. Бішкек, Киргизстан

### **Бермет Ібрасва**

Киргизький національний університет імені Жусупа Баласагіна  
720033, вул. Фрунзе, 547, м. Бішкек, Киргизстан

### **Бермет Рискулова**

Киргизький національний університет імені Жусупа Баласагіна  
720033, вул. Фрунзе, 547, м. Бішкек, Киргизстан

### **Анотація**

**Актуальність.** Стрімкий розвиток інформаційних технологій та мінливі освітні потреби суспільства вимагають постійного вдосконалення методів навчання, що робить актуальним дослідження граматико-перекладного методу (ГПМ) та його інтеграцію з іншими підходами. Це дозволяє визначити сильні сторони цього методу та шляхи його оптимізації відповідно до сучасних викликів.

**Мета.** Мета дослідження - дослідити шляхи інтеграції ГПМ з іншими методами навчання, такими як прямий метод, аудіо-лінгвальний метод та сугестопедія, для створення більш ефективних та комплексних освітніх стратегій.

**Методологія.** У дослідженні використовувалися методи концептуального моделювання, синтезу та порівняння.

**Результати.** Результати дослідження вказують на перспективність інтеграції різних методів навчання, включаючи ГПМ, з іншими підходами, такими як прямий метод, аудіо-лінгвістичний метод та сугестопедія. Дослідження виявило, що інтегровані методи навчання також сприяють активному залученню студентів до процесу навчання, стимулюючи їх до самостійної роботи, проведення досліджень та обміну знаннями, створюючи таким чином більш динамічне та стимулювальне навчальне середовище, яке сприяє розвитку не тільки знань, але й навичок, необхідних для успішної адаптації в сучасному інформаційному суспільстві. Однак дослідження також продемонструвало, що для максимальної ефективності таких програм важливо враховувати індивідуальні особливості та потреби кожного студента, що дозволить зробити навчальний процес більш гнучким та ефективним, забезпечивши студентам оптимальні умови для навчання та розвитку.

**Висновки.** Результати дослідження можуть бути використані для розробки та вдосконалення освітніх програм, адаптації методів викладання до потреб студентів та оптимізації навчального процесу в цілому.

**Ключові слова:** живе спілкування; граматико-перекладний метод; онлайн-платформи; Сугестопедія; ефективні освітні стратегії.