



IMPLEMENTING CASE STUDY METHOD IN TEACHING FOREIGN LANGUAGES: ON THE EXAMPLE OF HIGHER LEVELS

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ABSTRACT. *The article is devoted to the application of one of the most modern and actively used interactive methods of teaching foreign languages at non-linguistic University a case study. Method of case study is focused on students teaching methodology and develops critical thinking and communication skills of interpersonal communication. This method can be used to motivate students to use foreign language more in class. The authors believe that the method of case study is interdisciplinary by its nature and provides an opportunity to apply theoretical knowledge in practice. The article emphasizes that working with cases requires students' active development of research skills and skills in using multiple data sources. The authors believe that the types of case study can be different, it depends on the difficulty level and language skills of the students, so it's necessary to choose the right kind of problem of the lesson appropriate to the level of knowledge of this group. Method of case study contributes to the development of skills in written and oral communication, as well as improves skills of cooperation and teamwork.*

Key words: interactive teaching, foreign languages, case study method, case method, cases

Innovative pedagogical activity is one of the important components of the educational process. This is the basis on which the competitiveness of the institute in the educational services market is built. Innovative activity is associated with the scientific and methodological work of teachers and with the educational, scientific and research practice of students.

INTRODUCTION

Innovative activity differs from the traditional education system in that it contributes to a qualitative change in the personality of the student and includes the widespread use of interactive teaching methods. The use of these methods is dictated by the specifics of the training of future specialists who will work in the tourism and hospitality industry, and helps to turn the knowledge of a foreign language from passive to active. In the process of joint



activity, students interact with each other and with the teacher, who becomes an equal partner and consultant [2].

Interactive learning is a special form of organizing educational and cognitive activities. The goal is to create such learning conditions in which the student feels his success, intellectual growth, this makes the learning process productive. It is necessary to create a base for work after training is over, and not only to give students the necessary knowledge and skills [19].

To solve educational and educational tasks, the teacher can use the following interactive forms: round table (discussion, debate), brainstorming (brainstorming, brainstorming), business and role-playing games, master class, project method [4], case-study (analysis of specific situations, situational analysis).

Case-study method is one of the most effective methods of interactive learning in teaching a professional foreign language. The essence of the method consists in the independent activity of students in an artificially created professional environment in a foreign language, combining theoretical training and practical skills necessary for the creative activity of a future specialist.

In the scientific literature, you can find various definitions of the case-study method, and there are different names for this method. So, A.P. Panfilova considers the method of situational learning and, as its kind, distinguishes the method of case analysis [12, p. 43-53]. TN. Gorbatov and S.V. Rybushkina note: "In the absence of a linguistic environment, this method provides a real opportunity to use active oral practice, which is necessary for future specialists to form professional communicative competence in a foreign language" [6, p. 741]. M.V. Zolotova believes that "this method is an integrated professional approach that develops reading, speaking and listening skills" [8, p. 3].

Peter Scales, in *Teaching in Continuing Education*, uses and defines the case study.

The Case Method is an interactive teaching method using real social, economic and business situations. Students should independently investigate the situation, understand the problem, suggest possible solutions and choose the best one. Cases are based on factual material or are close to a professional situation¹.

Case-study methodology was developed at Harvard Business School in the 1820s. But her ideas come from ancient times. One of its first creators was Socrates, he understood



many centuries ago that knowledge obtained in finished form is less valuable and therefore not as durable as the product of his own thinking. He saw the teacher's task as helping his students to independently "obtain" knowledge that, in a sense, is already present in their heads, like a child in the womb². Millennia later, the use of the method that Socrates was the progenitor will be considered a mental breakthrough in education and will be called the case study method.

M. Dolgorukov defines the case study method as an "advanced" teaching method and highlights its strengths: the ability to work in groups on a single problem area; using the principles of problem learning; the opportunity for students to obtain not only knowledge, but also a deep understanding of theoretical concepts; the ability to create your own models of activity, develop skills for simple generalization of information [7].

The use of the case study method in the study of a foreign language is as follows [10]: the use of this method improves the knowledge of a foreign language and makes it possible to: apply it in the professional sphere; develop creative thinking, teaches students to think in language; conduct presentations (the ability to publicly present your work in a foreign language); formulate questions; lead a discussion, argue the answers; improve the skills of reading professional sources in a foreign language and processing information in the specialty; work as a team and develop a collective solution; to carry out individual and group independent work of students.

The process of creating a case is a complex pedagogical system.

T.N. Gorbatova TN. and S.V. Rybushkina note that "the case method provides an opportunity for students to actively use oral practice in the absence of a linguistic environment, which is necessary for the formation of professional competence for communication in a foreign language" [6, p. 741]. M.V. Zolotova believes that "the case study is a professional intensive method that develops basic skills in teaching foreign languages: reading, speaking, listening and writing" [8, p. 3].

Case study in foreign language classes

The case study method is a student-centered teaching methodology that develops critical thinking and interpersonal communication skills. This method can be used to encourage students to make the most of a foreign language in the classroom. The method is perfect for learning a language and is aimed not so much at mastering specific knowledge or



skills as at developing the general intellectual and communicative potential of students and teachers. The essence of the method lies in the independent foreign language activity of trainees in an artificially created professional environment and makes it possible to combine theoretical training and practical skills necessary for creative activity in the professional sphere. The case study method is not universal and is used especially successfully only in combination with other methods of teaching foreign languages, because in itself it does not provide for mandatory normative knowledge of the language. The challenge is to choose topics for the case study that are not too difficult to understand and correspond to the level of the learners.

Thus, the student independently considers the case given in the case, delves into it, can predict and demonstrate his decision, submitted for discussion³.

Two different types of case studies can be distinguished: those that help students to acquire specific skills based on the content of the materials of this case study: the skills of negotiation, interviews, problem solving or decision-making [15], and those that allow the teacher to independently choose a methodology and strategy teaching in this group of students [18].

Goal setting

Before choosing a case study topic, it is necessary to determine the purpose of the lesson.

Choosing a topic

The most interesting cases are those that allow for several different assessments of the same situation, leading to several equally likely conclusions, each of which in turn suggests different algorithms for subsequent actions.

Cases are detailed stories about a specific situation with a data sampling or unresolved or provocative problems, situations or questions. The information included in them should be sufficiently complete and the situations likely, but this information should not be so complete as to prevent students from discussing or researching it.

Cases can be short for short class discussions, or long for semester-long projects.

Case studies focus on one problem and have a clear wording of the question. They usually choose those cases that correspond to the objectives of the course, allowing students to apply what they learn in practice.



Preparatory stage

Students may not be familiar with the case study method or may not be ready for teamwork. To successfully conduct classes using this method, it is necessary to identify the knowledge, skills and abilities, the level of language and social competencies of students. If students and teachers do not have experience in conducting a case study, we recommend starting with a simple case study, discussing goals and methods in order to choose a specific topic for the lesson.

The case should be written in understandable language, using familiar terminology. First of all, a case diagram is drawn up: the situation is indicated, the goals and objectives, the actors are indicated, their characteristics are given; describes the activities of each participant; links to sources of information are given. The teacher who composes or chooses the type of case should analyze the material, while remembering the audience for which the case was compiled. Thus, the student must independently consider the case given in the case, collect information, develop and present the result of his work for discussion.

Case study

Classes using the case study method are divided into three parts.

1. Introductory lesson - preparation of a case study, introduction to problem solving analysis and preliminary study.

2. The actual lesson using the case study method is divided into sections, which include meetings (meetings), presentations, conclusions are drawn and recommendations are discussed.

3. Analysis of the lesson - the teacher analyzes language speech errors, managerial skills and the correctness of the preparation of written documents developed by students to solve the problem of this case study.

1. Introductory lesson

It is very important that case studies are well prepared in advance so that each student knows what their role is. It is not enough to simply give a case study to students and hope that they will understand how to work with it. This is the mistake of many educators who are unfamiliar with the case study method. Here is a list of steps to be taken during the introductory session.



1. Carefully read the case study with students. Parse lexical or grammatical questions. You can also ask students to visualize the background information on a chalkboard or drawing to gain a clear understanding of the company being discussed.

2. Provide students with information on how they should analyze the case study. Below is an example of how to help students do this.

- Read the case several times.
- Identify the main questions / problems.
- State the goals.
- Identify options for discussing issues.
- Develop criteria for evaluating the selected options.
- Choose the best option.
- Decide how the option should be implemented.
- Make a plan of action to solve the problem.

3. Preliminarily disassemble the vocabulary required to discuss this case. There are many books available for teaching meeting skills, preparing presentations, or negotiating skills. It is important to choose a skill to focus on and learn specific vocabulary. Taking meeting skills training as an example, you might suggest the following:

- Direct students to websites to read useful information on the topic. A web search will help them find any number of interesting sites. If students have access to electronic libraries, they should be advised to read certain books.

- Brainstorm key concepts such as types of meetings (meetings), holding business meetings, using necessary verbs, etc.

- Switch to the language of business meetings (meetings) - to familiarize students with the necessary vocabulary both for the chairman of the meeting and for its participants, phrases expressing contradiction, disagreement, interrupting the interlocutor, giving the floor to speakers, etc.

- To acquaint students with the documents of the meeting - with the form and content of the agenda, minutes of the meeting and letters-reminders of the meetings held.

- Divide students into small groups: either ask students to form groups themselves, or form groups based on lists.



2. The lesson itself using the case study method

Students should be divided into two small groups (maximum six students) to discuss different aspects of the same case. Therefore, a case study should be found that has two distinct parts. The teacher should remind students that they do not have all the information necessary to resolve a problem situation (case), but based on the available information, they can make recommendations and come to preliminary solutions. You can also inform students that in a real life situation in business, we do not always have the full set of facts necessary to solve a problem.

One and a half hour classes are divided into three half-hour parts:

- meeting (30 minutes): groups A and group B meet to discuss their role in the process of solving this problem situation;
- Presentation (15 minutes per group): Group A presents its findings to the other group, and vice versa;
- discussion (30 minutes): all students get together to discuss the results and make recommendations.

As already mentioned, students are divided into two groups (group A and group B) of four to six students to discuss their participation in solving a problem situation. A chairman is elected to lead the meeting, an agenda is drawn up. Students may be asked to prepare an agenda in advance and print

a copy for each participant, or they can write the agenda on the board. Students discuss and present recommendations, which they then draw graphically on paper or on a blackboard. Students should be warned that their visual notes should be clear and concise, long sentences are not acceptable. Then students must prepare their presentations.

Presentation (15 minutes per group)

Group A results are provided to Group B and vice versa. This should take about 15 minutes for each group, including questions. Students should take detailed notes in order to actively participate in the third part of the lesson. Students will be asked to clarify questions that their group did not address by asking questions to the other group. This part of the session should be viewed as an exchange of information and the facilitator should make sure that the same issues are not discussed several times. In order to ensure the active



participation of all students in this part of the lesson, it is possible to ask for equal presentation time for each participant.

Discussion (30 minutes)

Both parts of the lesson are discussed, with the result that students compare and discuss their different conclusions and suggestions. Everyone is encouraged to participate in the discussion, as a result of which a consensus should be reached on the main issues raised in the process of solving the problem situation. As a homework assignment, students are encouraged to write the minutes of the meeting.

Minutes are prepared by students in groups of three so that they can combine their ideas in writing.

Visualization tools and agendas are collected by the facilitator for further analysis and correction.

Analysis of the lesson

All classes conducted according to the case study method should be analyzed in terms of the vocabulary used in the oral presentations of the students, skills (in this case, meeting and presentation skills) and the language of documents and written messages (visualization tools, agenda, meeting minutes) ... Let's consider these elements in more detail.

Language: There are various ways to deal with mistakes. The teacher can compose exercises to train grammar and vocabulary, taking into account the inaccuracies made, or simply analyze the main mistakes and explain the correct forms of lexical and grammatical structures.

Management skills: The instructor should talk to students about how to improve these skills. It is also necessary to draw the students' attention to body language, making eye contact with listeners, etc.

Written communication: after checking the written work that was done during and after the case study, the teacher can focus on issues such as the difference between oral and written speech and the peculiarities of speech styles. He needs to analyze written documents, namely visualization tools, agenda and minutes of the meeting.



CONCLUSION

Many students are more prone to induction than deduction, which means they learn better from practical examples than from abstract reasoning. Therefore, using the case study method can be very effective.

The case study method has been used for many years in business schools, law schools, medical schools and social studies, but it can also be used in teaching any discipline where teachers want students to understand how to apply the knowledge gained to real life situations. Cases are presented in many formats from a simple question "What would you do in this situation?" to a detailed description of the situation with accompanying data for analysis. Whether you use a simple case study scenario or a complex, detailed one depends on the objectives of the course.

Most of the case assignments require students to answer a specific question posed, or develop a solution to a problem with multiple potential options. Requirements can range from a one-paragraph answer to a detailed action plan, multiple suggestions for solving a problem.

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