

Sagindikov Alisher Aleuatdinovich

Doctoral student of Karakalpak State University

asagindikov5@gmail.com

IMPLEMENTING THE CASE-METHOD IN COMMUNICATIVE-ORIENTED FOREIGN LANGUAGE TEACHING

Abstract: The authors of the article examine the case-method as an effective approach for communicative-oriented foreign language instruction. They provide practical recommendations and examples for implementing the case-method in foreign language lessons, specifically focusing on English. Additionally, the article highlights the benefits of using this method to enhance students' language skills through real-world scenarios, fostering critical thinking, problem-solving, and active participation in classroom discussions. The authors also discuss how the case-method can be adapted to different proficiency levels and integrated with other teaching techniques to create a more dynamic and interactive learning environment.

Key words: case-method, case-text, problem situation, communicative task.

Аннотация: Авторы статьи рассматривают метод кейсов как один из эффективных подходов к коммуникативно-ориентированному обучению иностранному языку. Они предоставляют практические рекомендации и примеры использования метода кейсов на уроках иностранного языка, в частности английского. Кроме того, в статье подчеркиваются преимущества использования этого метода для улучшения языковых навыков студентов через реалистичные сценарии, способствующие развитию критического мышления, решения проблем и активного участия в обсуждениях на занятиях. Авторы также обсуждают, как метод кейсов можно адаптировать к различным уровням владения языком и интегрировать с другими методиками обучения для создания более динамичной и интерактивной учебной среды.

Ключевые слова: кейс-метод, кейс-текст, проблемная ситуация, коммуникативная задача.

Introduction

Communicative-oriented foreign language teaching involves the use of various interactive methods that provide opportunities for communication in the foreign language and contribute to the development of communicative skills. Unlike the methodologies for teaching other school subjects, foreign language instruction is focused not only on imparting knowledge but also on developing students' abilities for intercultural verbal communication, which requires the formation of the teacher's foreign language communicative competence.

The case-method is one of the most effective interactive teaching methods. Its use in foreign language instruction opens new opportunities for students; they become more active, develop creatively, and acquire communicative skills. The case-method, as one of the interactive teaching methods in foreign language education, involves creating special educational situations where students find themselves in real conditions that require verbal interaction.

In this context, live communication takes precedence, and students are not fixated on using grammatical constructions or lexical units. A lesson incorporating the case-method is essentially communicative in nature. The use of the foreign language becomes a necessity, which aids in developing communicative skills. The primary goal of the case-method is collective discussion of a problem, analysis of events comprising a particular situation, and development of a practical solution. Using the case-method in foreign language lessons engages students in active discussion and speech

activities, which are essential for developing communicative skills. All cases follow a standard structure: situation (case, problem); context of the situation; comments on the situation; questions and tasks for working with the case; and appendices.

As is known, solving a case involves several stages: familiarizing with the situation, identifying the main problems, constructing the situation, developing key concepts, creating a description, gathering additional information, preparing the final text, presenting the case, and organizing a discussion. At the first stage of working with the case, students show interest in collaborative activities and demonstrate their knowledge of the case material; the main problem is identified. In the second stage, students collectively prepare answers to the questions, compare answers, exchange opinions, and develop a unified position; students present the group's solution, answer questions, and analyze the situation.

Methodology and Analysis.

The main task of the next stage is to demonstrate the results of working with the case. At this stage, the teacher analyzes the students' collaborative work and summarizes the outcomes. The case can be presented in various formats: multimedia, printed, and may also be supplemented with visual materials such as photographs, tables, or diagrams. The case description should include a problem or a series of direct or indirect difficulties, contradictions, and hidden tasks for resolution. The problem presented in the case is identified by the students themselves, requiring them to develop various solutions.

By developing an action plan using the case material, students apply their professional knowledge, acquire new vocabulary, learn to logically structure and justify their viewpoints in a foreign language, and gain communicative skills. In the context of foreign language teaching, the case-method helps address several important tasks.

Firstly, situational learning creates a linguistic environment and conditions that foster the need to use the foreign language as a means of real communication. The case-method allows participants to engage in a unified activity context, which leads to increased speech readiness and heuristic activity capabilities. Using the case-method helps students clearly articulate their own and opposing viewpoints, defend and substantiate their opinions. The group is divided into two subgroups with opposing views. Each group first prepares relevant material, discusses their standpoint separately, and presents arguments. Afterwards, the groups present their evidence.

The case contains information that learners must analyze to find a solution and then justify their choice. Others then share their opinions, ask questions, and the opposing side challenges their views. The teacher poses questions to both groups and guides the students during the discussion. In the end, students briefly summarize and justify their main ideas, reach a consensus, or each group maintains their position, and the teacher concludes the discussion on the given topic.

When using the case-method in foreign language teaching over several months, the following positive results were observed among students:

- Students learned to work with texts;
- They mastered data collection and analysis methods;
- Students acquired group work skills, communicative skills, reading skills in a foreign language, and information processing skills;
- The level of communicative competence increased;
- The practical proficiency in English improved;
- The overall knowledge of the English language increased. Testing one's communicative abilities during a discussion allows each participant to identify their weak points and stimulates the desire to improve their language knowledge and usage. An integral part of foreign language learning is mastering the correct understanding and use of vocabulary. By acting out various real-life

communication situations, students gradually master different types of speech activities: reading, speaking, and listening. This way, students overcome difficulties associated with memorizing and reproducing lexical material.

The use of the case-method creates the necessary conditions for developing skills in using foreign language vocabulary in various communication scenarios. During the process of working on a situation, students reinforce the necessary material and improve their speech skills.

Conclusions.

Working with a case is a creative process during which students acquire new communicative and intellectual skills, and develop personal qualities such as independence, creative thinking, imagination, and more. An important factor in increasing student engagement during case work is that the class is not divided into weak and strong students; regardless of their knowledge level, everyone participates in the work. This helps overcome the language barrier, increases overall interest in language learning, and raises students' communicative competence levels.

References.

1. Andyusev B.E. The Case-method as a tool for the formation of competences // School Director. # 4. 2010. P. 61-69.
2. Goncharova M.V. The Case-method in teaching the foreign language communication of managers // Student and the educational process: foreign languages in higher education. Collection of scientific articles / ed. by Y.B.Kuzmenkova. M.: Center for the study of the interaction of 6 cultures of the FFL M.V.Lomonosov MSU, 2004. (Discussion club FLT: current trends and experience of professionals. Vol. 5). P. 95-100.
3. Demchenko A.I., Alipulatova N.S. Project work in foreign language teaching // Proceedings of Dagestan State Pedagogical University. Psychological and Pedagogical Science. 2013, # 2. P. 106.
4. Ilyina O.K. Using the case-method in teaching. M.: MGIMO-University. 2009. P. 253-261.
5. Omarova D.A., Omarova P. A. Speech situation in the formation of communicative skills of students // Proceedings of Dagestan State Pedagogical University. Psychological and Pedagogical Science. 2011, # 3. P. 70.
6. Fedorinova Z.V. The use of the method of case-study for the humanization of education in the technical education // Bulletin of Tomsk State Ped. University in 2012. Vol. 4. P. 90-92.