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Nodira Atabayeva

*Tashkent Architecture and Construction Institute*

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## THE METHOD OF "CASE STUDY" IN THE TEACHING FOREIGN LANGUAGE

Atabayeva Nodira Djurayevna, teacher  
Tashkent Architecture and Construction Institute

**Abstract:** *This article highlights in the teaching foreign language of the analysis of the specific situation proposed by the teacher and additional information materials, development of the optimal solution and presentation of this problem to the trained audience.*

**Keywords:** *case study, method, active, foreign language, learning, analysis, group, motivation, ability, information.*

## МЕТОД «CASE STUDY» В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ

Атабаева Нодира Джураевна, преподаватель  
Ташкентский архитектурно – строительный институт

**Аннотация:** *В данной статье освещено в преподавания иностранному языку анализа предложенной преподавателем конкретной ситуации и дополнительных информационных материалов, выработка оптимального решения и представление этой проблемы обучаемой аудитории.*

**Ключевые слова:** *case study, метод, иностранный язык, обучения, анализ, группа, мотивация, способность, информация.*

## NOFILOGIK OLIY TA'LIM MUASSASALARIDA XORIJIY TILLARNI O'QITISHDA «CASE STUDY» METODI

Atabayeva Nodira Djurayevna, o'qituvchi  
Toshkent Arxitektura va Qurilish Instituti

**Annotatsiya:** *Ushbu maqolada xorijiy tillarni o'qitishda o'qituvchi tomonidan taklif etilgan muayyan vaziyat va qo'shimcha axborot materiallarining tahlili, optimal yechimni ishlab chiqish va ushbu muammoni o'qitilayotgan auditoriyaga taqdim etish yoritilgan.*

**Kalit so'zlar:** *case study, method, chet tili, ta'lim, tahlil, guruh, motivatsiya, qobiliyat, axborot.*

In modern professional training of students of non-linguistic faculties widely used method "case study", or the method of specific situations (from the English case - case, situation) - a method of active problem-situation analysis, based on learning by solving specific problems - situations. Currently, the case study method is actively used in teaching a foreign language. The main reason for the use of this method is the introduction of new standards of training and the extension of time for independent work of students in the total number of hours of academic work.

The case-method allows to take into account the professional training of students, interests, developed style of thinking and behavior, which makes it possible to widely use it for teaching a foreign language profession. It is believed that the technique of the case method was developed in the early 20-ies of the last century at Harvard

business school. However, the basics of this technique lie in ancient times. One of the first casolaro was Socrates, who many centuries ago realized that the knowledge gained by man in the form of less valuable for him and therefore not as durable as the product of their own thinking. The task of the teacher he saw in helping his students to "give birth" to knowledge, which in some sense are already contained in their heads, as a child in the womb of the mother [1]. Millennia later, the use of the method, the progenitor of which was Socrates, will be called a mental fracture in education and his name will be the method of case study. So what is the case and the case study method? The case study method is not just a methodological innovation-it is a method of active learning based on real situations. We can say that this method is aimed not so much at the development of specific knowledge or skills, but at the development of General intellectual and communicative potential of students and teachers.case Is a small literary work that allows not only to get information, but also to immerse yourself in the atmosphere of what is happening. This helps students to imagine themselves in a real life situation, and not just to solve a complex problem. The problem of implementation of the case-method in the practice of higher education is currently very relevant, due to two trends: the first follows from the General orientation of the development of education, its focus is not so much on obtaining specific knowledge, but on the formation of professional competence, skills of mental activity, the development of personal abilities, among which special attention is paid to the ability to learn, change the paradigm of thinking, the ability to process huge amounts of information; the second follows from the development of requirements for the quality of the specialist, who, in addition to meeting the requirements of the first trend, must also have the ability of optimal behavior in different situations, different consistency and efficiency of action in a crisis. M.Dolgorukov refers the method of "case study" to "advanced" active learning methods. This method has strengths that can be attributed to: the ability to work in groups on a single problem field; the use of brief information that reduces the degree of uncertainty in the conditions of the time limit; using the principles of problem-based learning; the possibility of obtaining students not only knowledge, but also a deep understanding of theoretical concepts; the possibility of creating new models of activity; development of skills of the simplest generalization of information. [2] Case-method requires preparedness of students, they have the skills of independent work. The lack of preparedness of students, their lack of motivation can lead to superficial discussion of the case, so the case study method at the lessons of English are encouraged to apply at the undergraduate level, because you need a certain amount of knowledge in the specialty and a sufficient level of English. In addition, being a complex and effective method of teaching, the case-method is not universal and is used especially successfully only in combination with other methods of teaching foreign languages, because in itself does not lay the mandatory normative knowledge of the language.

The purpose of the case study method is to analyze the specific situation and additional information materials proposed by the teacher (using the potential of a group of students), to develop an optimal solution and to present it to the audience. There is no one right solution, so the best solution can be chosen at the end of

presentations. The process of analyzing the situation and finding a solution is of great value for the training of students. This method allows trainees to analyze various real-world situations, focusing primarily on the application of practical skills, and thus it is not a simple reproduction of the previously obtained theoretical knowledge.

If one of the goals of the case is to learn how to work with different sources of information, then this stage is necessary. Discussion of different solutions to the problem takes place in groups (3-5 people). If the level of language training of students is high enough, the discussion takes place in a foreign language, otherwise, in order to save time, the discussion can take place in their native language. The teacher controls this process. Training to conduct discussion, to Express the point of view, to argue, prove, object can occur at occupations on the basis of small cases. The presentation of the decision can be presented both orally and in writing[3]. After the oral presentation, the teacher organizes the discussion of the speech, directing it in the right direction with the help of questions. "There can be a lot of cases, but with any of their varieties, working with them should teach students to analyze specific information, track cause-and-effect relationships, identify key problems and (or) trends in business processes." All situations (cases) have a certain structure:

- 1) description of the situation (case);
- 2) tasks and questions for discussion;
- 3) annexes with additional factual information in the form of documents, photographs, graphs, tables, diagrams. For teachers of a foreign language will be more acceptable to use ready-made situations from textbooks on marketing, management. Since the Bank of Russian "cases" does not actually exist, so most often used Western situations. Application of the case study method makes high demands on the level of training of students. Despite all the difficulties, the case study method has a number of advantages that have made it so popular in teaching a foreign language of business and professional communication. Using the method of specific situations allows:

- take into account the professional and personal interests and needs of students, their individual psychological characteristics;
- to control knowledge;
- apply all forms of classroom work of students: individual, steam, group, front;
- to develop all types of speech activities: reading (review, selective, detailed), speaking (monologue, Dialogic speech), writing (planning, writing an essay), listening and translation – - to carry out interdisciplinary communication;
- stimulate creative activity of students;
- to form various competences necessary for students in their future professional life. Today, it is becoming increasingly important that the training of specialists in any field should be carried out on a new conceptual basis within the framework of the competence approach. From the point of view of the competence approach, the method of specific situations forms and develops a number of "key competencies". In connection with the above, the question arises, what kind of speech actions should be practiced in the classroom in a foreign language of business and professional communication in order to develop the communicative and professional competence of students. The teacher should pay special attention to the language structures used in speech actions,

noting their specificity for the language of business communication. For example, after reading the text and understanding it can be followed by reproductive exercises aimed at transmitting the main content of the read, and the choice of a student speech action should occur consciously. Reading comprehension means that the student has understood the main content and logical connections of the text. Therefore, it makes sense to elaborate on the structural analysis of the text before working on individual communicative situations, speech actions and language structures.

What gives the use of the case-method in the study of a foreign language?[4] Increases the level of knowledge of a foreign language in General. The use of terms and their understanding is more effective than simply memorizing them, as it requires the ability to use them; Develops creative thinking, forcing to think in the language; Develops presentation skills (the ability to publicly present their work in a foreign language); Teaches to formulate different types of questions; Develops the ability to debate, to argue answers, which contributes to the development of speech without reliance on the finished text; Improves skills of professional reading in a foreign language and information processing; Teaches to work in a team and develop a collective decision; Allows you to fully solve individual and group independent work of students. Analyzing the case, students actually get their hands on a ready-made solution that can be applied in similar circumstances. The increase in the " baggage " of the student analyzed cases, increases the likelihood of using a ready-made scheme of solutions to the situation, forms the skills of solving more serious problems[5]. The methodical purpose can be an illustration to the theory and purely practical situation, or their combination.

Solving cases is recommended in 5 stages:

The first stage-familiarity with the situation, its features;

The second stage is the allocation of the main problem( main problems), the allocation of factors and personalities that can really affect;

The third stage is the range of concepts or themes for "brainstorming»;

The fourth stage - analysis of the consequences of a decision;

The fifth stage - the solution of the case-the proposal of one or more options (sequence of actions), an indication of the possible occurrence of problems, mechanisms for their prevention and solution. As an interactive method of learning, it gains a positive attitude from students who see it as an opportunity to take the initiative, to feel independent in the development of theoretical positions and practical skills. No less important is the fact that the analysis of situations has a strong impact on the professionalism of students, promotes their maturation, forms interest and positive motivation to study.

The use of the case study method allows students to form and develop the ability to work with different types of reference books, dictionaries, the ability to present the information in a schematic form. Much attention is paid to mastering the logical operations of analysis and synthesis of information from various sources. Presentation of the results and their subsequent discussion form students ' ability to evaluate their own and other people's actions. The case study method forms and develops the ability to work in a team, responsibility for the result, teaches techniques to negotiate, argue

their position, make a presentation. Thus, the task facing the teacher of a foreign language - to combine within the framework of a professionally oriented foreign language lesson the teaching of a foreign language specialty and certain aspects of economic disciplines - can be successfully solved by using the case study method. A well-thought-out combination of language and professional components contributes to the development of students ' motivation. The case study method allows not only to expand knowledge, but also to form the skills necessary in the future professional activity of young specialists.

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