

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 0.126
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](https://doi.org/10.15863/TAS) DOI: [10.15863/TAS](https://doi.org/10.15863/TAS)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2021 Issue: 04 Volume: 96

Published: 24.04.2021 <http://T-Science.org>

QR – Issue



QR – Article



Manuchekhr Sharofiddinovich Salohiddinov
Samarkand State Institute of Foreign Languages
teacher of English at the chair «Theory and literature of English»

FEATURES OF USING «CASE STUDY» IN TEACHING STUDENTS FOREIGN LANGUAGE: ANALYTICAL REVIEW

Abstract: An analytical review of pedagogical and methodological research in the field of application of the "Case study" method in teaching students a foreign language in the logic of specific requirements for the stages of its implementation identified by the author is presented: constructing a case, involving students in analyzing a case, individual extracurricular work of a student on analysis of the case, completing tasks for the case, collective / group work of students in the classroom. Based on the analysis of the literature, it has been shown that the peculiarities of teaching a foreign language at a university determine specific requirements for the content and procedural side of the implementation of the Case Study method as an analysis of a foreign language didacticized authentic text and the organization of a discussion in a foreign language, the formulation by a student of an unprepared oral statement in a foreign language.

Key words: case study, foreign language text, educational discussion in a foreign language, understanding of the text, denotational structure of the text.

Language: English

Citation: Salohiddinov, M. S. (2021). Features of using «Case study» in teaching students foreign language: analytical review. *ISJ Theoretical & Applied Science*, 04 (96), 306-310.

Soi: <http://s-o-i.org/1.1/TAS-04-96-62> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.04.96.62>

Scopus ASCC: 1203.

Introduction

The success of the design of pedagogical models for the development of a student's intellectual activity through the use of the Case Study (CS) method largely depends on the content of a particular discipline. Consider the specifics of using Case Study in teaching a foreign language.

A foreign language course at a technical university currently occupies a special place among the general humanitarian disciplines. Changes in socio-economic formations, processes of a globalization nature, caused by geopolitical, communication and informational transformations, enhance interstate integration. "Intensive migration flows, primarily labor force, strengthening interconnection and interdependence in the life of all countries, peoples and individuals" naturally lead to "international rapprochement and interaction" [1, 6]. At the same time, proficiency in a foreign language serves as a reliable tool for "the successful life of a modern person in a multicultural and multilingual community of people" [1, 6]. The main task of

teaching a foreign language at a university at the present time is "not to teach a foreign language, but with the help of a foreign language to navigate in a new socio-cultural context, in a rich information flow, to be mobile and proactive in solving cognitive, educational, professional and personal problems" (N D. Galskova, E. G. Tareva) [1, 7].

Indeed, as A.K. Krupchenko notes, "a foreign language is increasingly turning from a specialty into a language for a specialty, ... due to this, the implementation of the goal of teaching a foreign language is associated not only with the development of the ability for intercultural communication, but also with the development of the ability to professional communication in a multicultural space" [2, 28].

Considering the possibilities of using the CS in foreign language classes at a technical university, E.A. Agafonova comes to the conclusion that CS "allows you to focus on the active mental activity of students, which requires proficiency in certain linguistic means for its registration" [3, 114]. M.V. Kuimova, D.E. Evdokimov and K.V. Fedorov note

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIIHQ (Russia) = 0.126
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

that the CS is focused on “the formation of key professional competencies, such as the ability to analyze a large amount of information in a short time and make decisions under stress, the development of communication skills, the level of language proficiency in all types of speech activity - listening, speaking, reading and writing, while students abstract texts, prepare speeches-presentations, defend their opinion, find solutions to the problem using a foreign language” [4, 89].

E.A. Agafonova writes about this: “Acquaintance with the case - reading the text on a specific topic in the original or with small abbreviations and minor adaptation and subsequent translation, independent search for a solution (internal monologue speech in a foreign language), the process of analyzing the situation during classes (monologue and dialogical speech, prepared and spontaneous) are all examples of communicative tasks” [3, 115]. At the same time, “communication associated with work on a case, which is characterized by a dispute, discussion, argumentation, description, comparison, persuasion. trains the skill of developing the correct strategy of speech behavior, compliance with the norms and rules of English-speaking communication” [3, 115].

The procedural aspect of using the CS as a means of developing students' intellectual activity in foreign language classes can be expressed in the stages of the teacher's and students' activities.

Analysis of the scientific literature allowed us to identify the following main stages of the implementation of the CS:

1. Stage of case design.
2. The stage of involving students in the analysis of the case (organizational stage).
3. The stage of the student's individual extracurricular work on the analysis of the case, completing tasks for the case.
4. Stage of collective / group work of students in the classroom, discussion.

The organization of students' activity in the analysis of a case in a foreign language imposes additional requirements on the use of CS, in connection with which we will consider the current state of research in this area.

At the stage of constructing a case, in addition to general requirements for the selection of its content and design (the presence of plot, informational and methodological parts, an abundance of information, “the presence of intrigue, a puzzle, the need to search for additional information, provocation of discussion” [4, 90], problematization and drama and etc.), it should be borne in mind that in the system of categories of teaching a foreign language, a case is primarily a foreign language text and the teaching of a foreign language speech activity is associated with the laws of understanding and generating a text [5]. A foreign language text is the basis for the design of exercises in speech activity (listening, speaking,

reading, writing). At the same time, V.V.Kupareva and A.Yu.Starkova note that it is “the text as a system of speech product of native speakers of a foreign language that is of particular value as a systematized model of the functioning of the language and is one of the main educational and methodological units of instruction” [5, 16].

There are the following types of text in a foreign language:

- an authentic text is “an original text that has not undergone absolutely any methodological processing”, or a certain “degree of didacticization of the original texts is allowed, provided that this does not violate their reliability, authenticity, if the socio-cultural background of the text is not lost” [6, 18]; the original text itself, written by “native speakers for native speakers” [6, 19];

- didactic text - a text prepared by “native speakers specifically for methodological purposes” [6, 18];

- a semi-authentic text is an authentic text adapted, “as a rule, by shortening and compiling in the interests of the implementation of learning objectives” [6, 18];

- a quasi-authentic text is a text in which “some abbreviations are allowed due to proper names, historical footnotes, that is, a text with especially difficult passages removed” [6, 19].

Within the framework of this classification, a case in a foreign language is a didacticized quasi-authentic text.

In modern foreign language programs, the course content includes the following components:

- spheres, topics and situations of communication within the framework of existing programs;

- linguistic (philological) and regional knowledge;

- language skills and speech skills;

- the nomenclature of speech communication formulas that convey different communicative intentions;

- texts for oral and written foreign language activities;

- educational and compensatory skills [7].

The course of a foreign language in non-linguistic universities often precedes the curriculum of special professional disciplines, which brings an advanced character to the specifics of its teaching - a foreign language can and should become “a means of acquiring new professional knowledge” [2, 30]. Therefore, all components of the content of foreign language intercultural education should have a professional orientation, reflect the social and subject contexts of the future professional activity of the student (A.A.Verbitsky) [8, 9]. A.A. Verbitsky and V.F. Tenischeva introduce the concept of “a typical task of a specialist's professional labor associated with the use of a foreign language” [9]. Such a task is a

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIIHQ (Russia) = 0.126
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

generalized symbolic model of the situations of foreign language communication that occurred earlier, having a problem and “woven” into the context of performing a certain professional function; "Contains indications of the goal, means, timing of implementation, spatial accuracy of actions and the expected result" [9]. The case should be focused on solving typical tasks.

In order to organize effective independent work of students in a foreign language requires "their awareness of the purpose of the assignment, knowledge of the procedure for their implementation, the ability to use teaching aids, the ability to use supports and create them when preparing the assignment, taking into account the appropriate didactic conditions" [13, 227]. G.V. Rogova, F.M.Rabinovich, T.E.Sakharova draw attention to the importance of constructing specific didactic and methodological tools for independent work of a student with a foreign language text, including tasks and exercises, reminders (“crystallized from experience, objectively existing optimal rules of educational work in relation to a foreign language” [13, 230]), leading questions, support. V.V. Kupareva proposes to use the method of denotative analysis for this and introduces the concept of "denotational structure of the text", believes that the use of the method of "denotative analysis optimizes system of exercises with text, allows you to activate. the processes of comprehension, memorization and assimilation of textual information" [5, 17]. Denotat - "an object, phenomenon, process, etc., which constitutes the content of linguistic expression" [5, 17], is a unit of text content. The system of denotations, “connected by subject relations, is. a model of a certain situation expressed by linguistic means in the text. the content of the text is a dynamic model of the subject situation described in the text” [5, 17].

The next stage in the implementation of CS - the organization of students' work in groups, discussion and presentation of solutions - on the contrary, involves the formulation of an oral unprepared statement in a foreign language, which is a message “characterized by semantic integrity ... its written implementation” [15, 12]. Note that the psychological characteristics of an unprepared speech in a discussion "is fundamentally identical both for natural conditions of communication, and for artificial (ie, educational)", "educational discussion has some features:

- an element of artificiality is inherent in it, which is associated with the fact that the discussion is conducted in a foreign language, and not in the native one;

- educational discussion "organized" by the teacher "[16, 19].

In the process of designing the educational process for the implementation of the CS method, one cannot but take into account the most important

methodological principle of pedagogy and psychology of teaching a foreign language - communication. According to E.I. Passov, “if we want to teach a person to communicate in a foreign language, then this must be taught in the context of communication” [17].

The principle of speech orientation of the process of teaching a foreign language (communicativeness) requires that the organization of the educational process be similar to the process of communication in its purposefulness (sociality of speech), motivation, speech partnership, the use of speech means that function in the real process of communication [17]. This means that teaching students using CS should involve students in oral (listening, speaking) and written (reading, writing) communication.

During the design of the discussion in the implementation of the CS, it is necessary to take into account the following elements of the educational speech situation:

1. Conditions of the situation:

- description of the situation (information about the situation, about the participants in the dialogue);

- speech stimulus as a reason prompting speech (the attitude of the speakers to the situation, their specific position);

- the task assigned to the student.

2. The speech reaction of the student.

At the same time, the conditions of the described situation should be interesting to the student, offered in a compact form, and take into account his linguistic capabilities. M.D. Ilyazova and A.I. Kurpesheva note that "an educational-speech situation is a set of speech and non-speech conditions that are necessary and sufficient for a student to correctly carry out a speech action in accordance with the intended communicative task" [19, 23].

The authors draw our attention to the fact that the cases should be designed as a system of educational speech situations, determined by a system of speech exercises. Indeed, mastery of speech activity is possible only in the process of performing exercises.

The effectiveness of role-based communication also "largely depends on the extent to which educational-situational roles will be correctly selected and distributed among the participants in communication" [23, 13]. M.A.Ariyan suggests taking into account the following criteria for selecting the content of a case for organizing a discussion:

- "the correspondence of the speech product expected from the student in the course of playing the role. Linguistic minimum and educational tasks" [21, 13];

- correspondence of the role to the experience of students;

- the presence of the role of moral potential;

- the presence of socio-cultural content in role-playing texts;

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIIHQ (Russia) = 0.126
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

- the attractiveness of the role for the student;
- the potential of the role associated with the development of socio-psychological characteristics of the individual [23].

Thus, we can conclude that the analysis of the theory and practice of teaching a foreign language at school and at the university, the organization of work

with the text in the course of independent and classroom work, the experience of implementing group educational and quasi-professional activities of students in educational professionally oriented speech situations allows us to determine the main principles of using CS as a means of developing students' intellectual activity in foreign language classes.

References:

1. Gal'skova, N. D., & Tareva, E. G. (2012). Cennosti sovremennogo mira globalizacii i mezhkul'turnoe obrazovanie kak cennost'. *Inostrannye jazyki v shkole*, № 1, pp.3-11.
2. Krupchenko, A. K. (2010). Professional'naja lingvodidaktika. *Inostrannye jazyki v shkole*, № 10, pp. 28-30.
3. Agafonova, E. A. (2011). K voprosu o primenении metoda Case-study i ispol'zovanii Internet-resursov kak aktivnyh metodov obuchenija inostrannomu jazyku v tehničeskom vuze. *Molodoj učenij*, № 6, t. 2, pp.114-116.
4. Kuimova, M. V., Evdokimov, D. E., & Fedorov, K. V. (2013). Metod Case-study v obuchenii inostrannomu jazyku studentov starshih kursov nejazykovykh special'nostej. *Filologičeskie nauki. Voprosy teorii i praktiki. Tambov: Gramota*. № 3 (21): v 2 ch. Ch. I, pp. 88-90.
5. Kupareva, V. V., & Starikova, A. Jy. (2003). Ispol'zovanie metoda denotativnogo analiza inojazychnogo teksta pri obuchenii čteniu v shkole. *Inostrannye jazyki v shkole*, № 2, pp.16-19.
6. Kucherenko N. L. (2009). Osobennosti obuchenija čteniu publicističeskih tekstov v starshih klassah obshheobrazovatel'noj shkoly. *Inostrannye jazyki v shkole*, № 2, pp. 18-22.
7. Daminova, S. O. (2011). Sfery, temy i situacii inojazychnogo obshhenija kak komponenty soderžhanija obuchenija bakalavrov i magistrv v sisteme vysshego obrazovanija. *Inostrannye jazyki v shkole*, № 6, pp. 88-94.
8. Verbickij, A. A. (1987). *Psichologo-pedagogičeskie osobennosti kontekstnogo obuchenija*. (p.109). Moscow: Znanie.
9. Verbickij, A. A., & Tenishheva, V. F. (2008). Integrativno-kontekstnaja model' formirovanija inojazyčnoj professional'noj kompetencii inženera. *Vestn. Moskov. gos. lingvist. un-ta.*, № 539, pp. 133-143.
10. Mil'rud, R. P., & Goncharov, A. A. (2003). Teoreticheskie i praktičeskie problemy obuchenija ponimaniu komunikativnogo smysla inojazychnogo teksta. *Inostrannye jazyki v shkole*, № 1, pp. 12-18.
11. (1991). *Obshhaja metodika obuchenija inostrannym jazykam*: hrestomat. / sost. A. A. Leont'ev. (p.360). Moscow: Rus. jaz..
12. Kurpesheva, A. I. (2013). *Formirovanie invariantov inojazyčnoj komunikativnoj kompetentnosti v processe samostojatel'noj raboty studenta tehničeskogo vuza*. avtoref. dis. kand. ped. nauk. (p.24). Mahachkala.
13. Rogova, G. V., Rabinovich, F. M., & Saharova, T. E. (1991). *Metodika obuchenija inostrannym jazykam v srednej shkole*. (p.287). Moscow: Prosveshhenie.
14. Gal'skova, N. D., & Gez, N. I. (2006). *Teorija obuchenija inostrannym jazykam*. Lingvodidaktika i metodika. ucheb. posobie. (p.336). Moscow: Akademija.
15. Soklakova, O. V. (2003). K obucheniu intonacii ustnogo nepodgotovlennogo monologičeskogo vyskazyvanija (na materiale anglijskogo jazyka). *Inostrannye jazyki v shkole*, № 3, pp.12-16.
16. Skalkin, V. L., & Rubinshtejn, G. A. (2012). Učebnaja diskussija kak sredstvo razvitija nepodgotovlennoj rechi. *Inostrannye jazyki v shkole. Spec. vyp. «Zolotyje stranicy»*, № 8, pp. 18-25.
17. Passov, E. I. (1988). *Urok inostrannogo jazyka v srednej shkole*. (p.223). Moscow: Prosveshhenie.
18. Dolgorukov, A. M. (2006). *Praktikum po obshhej sociologii*: ucheb. posobie dlja vuzov. pod red. N. I. Lapina. (p.296). Moscow: Vyssh. shk..
19. Il'jazova, M. D., & Kurpesheva, A. I. (2012). *Inojazyčnaja komunikativnaja kompetentnost' inženera: sushhnost', struktura, formirovanie v processe samostojatel'noj raboty*: metod. ukaz. dlja stud. tehn. spec.: ucheb.-metod. posobie. pod red. M. D. Il'jazovoj. Ch. I. (p.32). Astrahan': Izd-vo AGTU.

Impact Factor:	ISRA (India) = 6.317	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 1.582	PIHII (Russia) = 0.126	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 9.035	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 7.184	OAJI (USA) = 0.350

20. Baklashkina, M. V. (2009). Obuchenie inozazychnomu mezhlichnostnomu obshheniu na zanjatijah po inostrannomu jazyku v shkole i v vuze. *Inostrannye jazyki v shkole*, № 3, pp.9-16.
21. Trifonova, I. S. (2012). Cennostnyj potencial kommunikativnoj situacii v obuchenii inostrannym jazykam. *Inostrannye jazyki v shkole*, № 3, pp. 10-13.
22. Nikulica, I. N. (2012). Ispol'zovanie tehnologii «debaty» na urokah anglijskogo jazyka. *Inostrannye jazyki v shkole*, № 7, pp. 38-41.
23. Arijan, M. A. (2011). Rolevoe obshhenie kak faktor social'nogo razvitija lichnosti. *Inostrannye jazyki v shkole*, № 7, pp. 13-18.