Mamura Xakimdjanova
Journalism and mass communication University of Uzbekistan
Teacher, Uzbekistan, Tashkent

USE OF CASE STUDY TECHNOLOGY IN TEACHING STUDENTS A VOCATIONAL- ORIENTED FOREIGN LANGUAGES

Abstract: *The article is devoted to substantiating the effectiveness of case-study technology in teaching students a vocational-oriented foreign language, which contributes to the formation of a steady cognitive interest in the basic disciplines studied, develops communicative, research and creative competencies.*
Key words: *foreign language, discussion, case-method, student education, technological education, foreign language education, higher education.*
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Introduction

A specific feature of case-study technology is the artificial creation of problem situations using facts from everyday life, that is, this technology broadcasts genuine situations from the social, professional, economic, cultural life of society. This technology demonstrates the level of academic knowledge and practical skills from the point of view of real event phenomena, forms a cognitive interest among students both in specialized disciplines and in the disciplines of natural science, humanities and mathematical cycles. In addition, case-study contributes to the assimilation of knowledge and skills in collecting, analyzing and storing a large amount of educational information containing all kinds of case solutions. A distinctive feature of case-study technology is the parity of all participants in the process of discussing the case. When implementing case-study technology, students receive knowledge not on the basis of reproductive translation of ready-made knowledge, but on the basis of active creation of teachers and students.

In terms of content, cases can be simple (consist of one object) and complex (consist of two or more objects); by design there are - structured and unstructured; by volume are distinguished - narrow-format and wide-format. But it should be remembered that large-format cases in students can cause certain difficulties compared to narrow-format ones,

especially when solving cases for the first time. Case-study can describe one situation in one organization or a variety of situations in different organizations; can contain known situational models or new, still unfamiliar models, etc. The technology of implementation of case-study, containing disputes, discussions, arguments when teaching students a foreign language, trains the participants in the discussion quite strongly, calls on students to comply with the norms and rules of interaction. A great responsibility lies with the teacher, who during the entire training process must maintain an emotional mood, prevent conflict situations, create comfortable conditions for cooperation and at the same time for healthy competition, and most importantly, ensure the personal rights of each participant. The manifestation of their communication abilities during the discussion of case-study in a foreign language allows each participant to detect their own weaknesses and encourages the thirst for acquiring knowledge of a foreign language and its use in the future professional field. Case-study discussions are preceded by vocabulary and grammar to help learners express their ideas more clearly and to make sure the rest of the case are correct. This once again proves the fact that the use of case-study in teaching a foreign language is effective and contributes to the development of spoken speech. Dialogue and discussion within the

framework of case-study technology is preceded by active work on improving vocabulary and grammar, designed to help students clearly express their ideas and convince the participants in the case of their point of view.

Thus, it can be concluded that the use of the case method in teaching a foreign language in this case of English is effective and contributes to the development of spoken speech.

More recently, multimedia presentations have been increasingly used. However, the presentation of videos, audio, and video materials often creates some difficulties. Sometimes it is easier to work with printed information (G.Yu. Belyaev, S.N. Gorshenina, I.A. Neyasova), analyze it, then to deal with information presented exclusively in multimedia resources [7, 18]. However, the limited possibilities of reusable interactive viewing of information on printed media can lead to its distorted perception (E.V. Glazkov, I.I. Leif), while the case-study presentation using multimedia products allows to minimize the above problems [9].

Analysis of a large number of publications, as well as the Baltic Humanitarian Journal. 2018. T. 7. No. 2 (23) pedagogical sciences of their own research in this field made it possible to prove the feasibility of identifying the following main stages of the development and implementation of case-study when teaching the foreign language of students:

The first stage. The formulation of the purpose of creating a case, for example, the development of foreign-language communicative competence of students in teaching English. To do this, you need to develop a case-study implementation technology according to an established, well-known scenario, presenting all the details used in the interpersonal interaction of case members. Next, you should compile problematic questions and tasks that are aimed at mastering students in various forms of communication; developing the ability to get out of a particular situation in the shortest possible time:

The second stage. Identify the purpose of the case and the specific real situation.

The third stage. Pre-collect, store, and process various sources of information to extend the case.

The fourth stage. Process the information collected for case-study, analyze each new part, and select the main workbench.

Fifth stage. Preliminary preparation of the initial version of the collected and studied information and its presentation in the form of a case. At this stage, materials are structured, the teacher's position is specified, the layout, the form of the case-study presentation is determined - presentation, video, story-role-playing game, etc.). The main stage of working with information is its search, acquisition, processing and storage.

Stage six. Obtaining permission for a public case demonstration. This stage is relevant if the information presented in the case contains personal data of a particular person or group of people.

Stage seven. Preliminary discussion of the completed case in front of a wide audience, receiving expert assessment from those present, making the necessary changes to improve the case.

Eighth stage. Preparation of methodological recommendations for the development and implementation of case-study technology in order to teach students a foreign language, preparation of a set of tasks and a list of questions for the participants of the case to assess the style and speed of their thinking, to clarify skills in working with cases of various complexity.

The conclusions of the study and the prospects for further research in this area. The technology of implementation of case-study when teaching students English makes it possible to optimally combine multimedia resources and information and communication technologies, which contributes to the improvement of acquired competencies, activation of their research, creative, and thought activities. Depending on the purpose, object and format of the case, various forms and means of presentation are used - presentation, analytical method, video, spectral representation of optimal solutions, etc. Using electronic resources, it is convenient to present numerical information in the form of a diagram, graph, model, diagram, sign, table, histogram of a symbol, etc. The most obvious means of successfully implementing case-study in such situations are spreadsheets and graphs.

When implementing case-study technology in the process of teaching students a foreign language, they are usually based on two positions. The first position is based on the traditional Harvard learning technology and functions under the title - "open discussion." The second, and main, position is based on an individual or frontal survey, as a result of which students give an approximate assessment of the problem situation and offer some options for solving case-study, each sets out their own point of view for its further solution and application in other situations. This method develops skills to work with various sources of information, facilitates more objective monitoring and assessment of students' knowledge, significantly reduces the level of educational tension of students, develops their skills for quick orientation in typical situations, and develops the ability to clearly express their thoughts. When discussing a case, the teacher focuses the students' attention on the main object of the case, directing them to the decision algorithm in this situation. It may even suggest which interactive technologies are most effective in this situation.

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