

THE ROLE OF CASE-STUDY METHOD IN TEACHING FOREIGN LANGUAGES AND THEIR METHODOLOGICAL ANALYSIS

Abdug'aniyeva Iroda Abbos qizi,
English teacher of Department of Theoretical Sciences,
Uzbekistan State World Languages University

Abstract:

The article discusses about case-study method and explains that it is a tool that allows you to apply theoretical knowledge to solve practical problems. It is mentioned that the method promotes the development of independent thinking in students, the ability to listen and take into account an alternative point of view, and to express their own with reason.

Keywords: innovative activity, case-study method, accuracy, logic, purity, richness, appropriateness, expressiveness, impressiveness, teaching.

Introduction

It is innovative activity that not only creates the basis for creating the competitiveness of an institution in the educational services market, but also determines the directions for the professional growth of a teacher, his creative search, and actually contributes to the personal growth of students. Therefore, innovative activity is inextricably linked with the scientific and methodological activities of teachers and educational and research students.

With the introduction of a new approach to teaching economic disciplines, the need arose for the emergence of innovative teaching methods, among which the leading position is occupied by the project method, business game and case method, because they are based on activating the process of independent decision-making, creative thinking, as well as the motivational and emotional background of students.

Thus, the introduction of innovative teaching methods makes it possible to transfer a fairly large amount of knowledge in a fairly short period of time, ensuring a high level of student mastery of the material being studied and consolidating it in practice.

The case-study method is most widely used in teaching economics and business sciences abroad. It was first used in the educational process at Harvard Law School in 1870; The implementation of this method at Harvard Business School began in 1920. The first collections of cases were published in 1925 in the Harvard University Business Reports.[1]

Currently, two classical case-study schools coexist - Harvard (American) and Manchester (European). Within the framework of the first school, the goal of the method is to teach the search for the only correct solution, the second one assumes a multivariate solution to the problem. American cases are larger in volume (20-25 pages of text, plus 8-10 pages of illustrations), European cases are 1.5-2 times shorter.[2]

Today, the case-study method has gained a leading position in teaching, is actively used in foreign business education and is considered one of the most effective ways of teaching students the skills to solve common problems. Thus, Harvard Business School devotes almost 90% of its teaching time to the analysis of specific cases, maintaining the priority importance of the case-study method



in business teaching [3].

Situational training according to the Harvard method is an intensive training of students using video materials, computers and software.

In order for the educational process based on case technologies to be effective, two conditions are necessary: a good case and a certain methodology for using it in the educational process.

Case-studies are educational specific situations specially developed on the basis of factual material for the purpose of subsequent analysis during training sessions. During the analysis of situations, students learn to act in a “team”, conduct analysis and make management decisions.

The ideas behind the case-study method are quite simple:

1. The method is intended to obtain knowledge in disciplines in which the truth is pluralistic, i.e. there is no single answer to the question posed, but there are several answers that can compete in terms of truth; the task of teaching immediately deviates from the classical scheme and is focused on obtaining not just one, but many truths and orientation in their problem field.

2. The emphasis of learning is shifted not to the mastery of ready-made knowledge, but to its development, to the co-creation of the student and the teacher; hence the fundamental difference between the case-study method and traditional methods - democracy in the process of acquiring knowledge, when the student essentially has equal rights with other students and the teacher in the process of discussing a problem.

3. The result of applying the method is not only knowledge, but also professional skills.

4. The technology of the method is as follows: according to certain rules, a model of a specific situation that occurred in real life is developed, and the complex of knowledge and practical skills that students need to obtain is reflected; in this case, the teacher acts as a facilitator, generating questions, recording answers, supporting the discussion, i.e. in the role of manager of the co-creation process.

5. The undoubted advantage of the method of situational analysis is not only the acquisition of knowledge and the formation of practical skills, but also the development of students’ value system, professional positions, life attitudes, a unique professional attitude and world transformation.

6. In the case-study method, the classic defect of traditional teaching is overcome, associated with the “dryness”, unemotional presentation of the material - emotions, creative competition and even struggle in this method, so much that a well-organized discussion of a case resembles a theatrical performance.

The case-study method is a tool that allows you to apply theoretical knowledge to solve practical problems. The method promotes the development of independent thinking in students, the ability to listen and take into account an alternative point of view, and to express their own with reason.

Using this method, students have the opportunity to demonstrate and improve analytical and evaluation skills, learn to work in a team, and find the most rational solution to the problem [4].

Being an interactive teaching method, the case-study method wins a positive attitude on the part of students, ensuring the mastery of theoretical concepts and mastery of the practical use of the material; it influences the professionalization of students, contributes to their maturation, creates interest and positive motivation in relation to learning. At the same time, the case-study method also acts as a teacher’s way of thinking, his special paradigm, which allows him to think and act differently, to renew his creative potential.[5]



Case - an example taken from a real business, is not just a truthful description of events, but a unified information complex that allows you to understand the situation.[6]

It is assumed that there are no clearly correct decisions in business. The essence of teaching using the case-study method is that everyone offers options based on their existing knowledge, practical experience and intuition. For example, for some, a change in the marital status of the head of the company is not an important detail, but another student, based on his experience, may consider this fact extremely important.

The case-study method has its own characteristics and technological features that make it possible to distinguish it from other teaching methods.

Features of the case-study method:

1. The presence of a model of a socio-economic system, the state of which is considered at a certain discrete point in time.
2. Collective development of solutions.
3. Multiple alternative solutions; the fundamental absence of a single solution.
4. A common goal when making decisions.
5. Availability of a system for group performance assessment.
6. Presence of controlled emotional stress of students.

The advantages of the case-study method include:

- 1) the use of the principles of problem-based learning - gaining skills in solving real problems, the ability for a group to work on a single problem field, while the learning process essentially imitates the decision-making mechanism in life, it is more adequate to the life situation than memorizing terms with subsequent retelling, since requires not only knowledge and understanding of terms, but also the ability to operate with them, building logical schemes for solving a problem, and arguing your opinion;
- 2) obtaining team work skills (Team Job Skills);
- 3) developing the skills of simple generalizations
- 4) gaining presentation skills;
- 5) gaining press conference skills, the ability to formulate a question, and justify an answer.

The structure of a case, regardless of its type, should have three main parts. The plot part contains a description of the situation and information that allows you to understand under what conditions it developed, indicating the source of the data obtained. The information part should include information that will allow you to correctly understand the development of events. The methodological part explains the place of this case in the structure of the academic discipline, formulates tasks for analyzing the case for students and a note on teaching a specific situation for the teacher [4].

Technological features of the case-study method:

1. The method is a specific type of research analytical technology, i.e. includes operations of the research process, analytical procedures.
2. The case-study method acts as a collective learning technology, the most important components of which are work in a group (or subgroups) and mutual exchange of information.
3. The case-study method in teaching can be considered as a synergetic technology, the essence of which is to prepare procedures for immersing a group in a situation, creating the effects of multiplying knowledge, insight, sharing discoveries, etc.



4. The case-study method integrates developmental learning technologies, including procedures for individual, group and collective development, the formation of diverse personal qualities of students.

5. The case-study method acts as a specific type of design technology. In a conventional educational project technology, the process of solving an existing problem occurs through the joint activities of students, while in the case-study method, a problem and ways to solve it are formed on the basis of a case, which acts both as a technical task and a source of information for understanding options for effective actions.

6. The case-study method concentrates significant achievements in the technology of “creating success.” It provides for activities to activate students, stimulate their success, and highlight the achievements of students. It is the achievement of success that is one of the main driving forces of the method, the formation of sustainable positive motivation, and the increase in cognitive activity.

The main function of the case-study method is to teach students to solve complex unstructured problems that cannot be solved analytically. The case activates students, develops analytical and communication skills, leaving students face to face with real situations.

Cases show how economic theories are applied in practice; the value of such exercises, if they do not have a theoretical “filling”, is small. Cases differ from problems used in seminars and practical classes, since the purposes of using problems and cases in teaching are different. Problems provide material that gives students the opportunity to study and apply individual theories, methods, and principles. Case-based learning helps students acquire a wide variety of skills. Problems usually have one solution and one path leading to this solution. Cases have many solutions and many alternative paths leading to it. An important feature of the case study method is its effective compatibility with various teaching methods. The case method can be presented in a methodological context as a complex system into which other, simpler methods of cognition are integrated. It includes modeling, system analysis, problem method, thought experiment, methods of description, classification, game methods, which play their roles in the case method.

Table 2.1. Integration of teaching methods when organizing work with a case

Method integrated into the case method	Characteristics of its role in the case method
<ul style="list-style-type: none"> • Modeling • System analysis • Thought experiment • A way to gain knowledge about a situation through its mental transformation • A way to gain knowledge about a situation through its mental transformation 	<ul style="list-style-type: none"> • Building a situation model • System view and situation analysis • A way to gain knowledge about a situation through its mental transformation • A way to gain knowledge about a situation through its mental transformation • Creating a situation description



As can be seen from the table, different methods of organizing the educational process can be successfully integrated into the case method.

The advantages of the case-study method include:

The use of the principles of problem-based learning - gaining skills in solving real problems, the ability for a group to work on a single problem field, while the learning process essentially imitates the decision-making mechanism in life, it is more adequate to the life situation than memorizing terms with subsequent retelling, since requires not only knowledge and understanding of terms, but also the ability to operate with them, building logical schemes for solving a problem.

The case-study method requires students to be prepared and have independent work skills; students' unpreparedness and underdeveloped motivation can lead to a superficial discussion of the case.[7]

The place of the case-study method in the Russian system of higher professional education is far from clear.

The relevance of the technology for analyzing a specific situation is determined by the fact that this technology involves solving specific professional problems. The use of case technology in teaching will create high motivation for learning in students; develop personal qualities that are significant for future professional activity, such as the ability to cooperate, a sense of leadership; form the foundations of business ethics.

As a result of the study, the problem was solved and the research hypothesis was confirmed.

The following conclusions can be drawn from the work performed:

Socio-economic changes in society will require advanced professional education, in which the emphasis is shifted from a narrow-profile approach to training specialists to the multifaceted intellectual and spiritual development of the student's personality. Such education can be provided only with the transition to personally oriented learning based on innovative technologies.

It is innovative activity that not only creates the basis for creating the competitiveness of an institution in the educational services market, but also determines the directions for the professional growth of a teacher, his creative search, and actually contributes to the personal growth of students. Therefore, innovative activity is inextricably linked with the scientific and methodological activities of teachers and educational and research students.

References

1. Барнс Л.Б., Кристенсен Р.К., Хансен Э.Дж. Преподавание и метод конкретных ситуаций: учебник, ситуации и дополнительная литература.- М.: Гардарики, 2000. - 502 с.
2. . Козина, И. Case study: некоторые методические проблемы /И. Козина // Рубеж. - 1997. - №10-11. - С. 177-189.
3. Земскова А.С. Использование кейс-метода в образовательном процессе// Совет ректоров. - №8, 2008. - с. 89-92.
4. Ситуационный анализ или анатомия кейс-метода/ под ред. д-ра социологических наук, проф. Сурмина Ю.П. -Киев: Центр инноваций и развития, 2002.-286с.
5. Соколова И.Ю., Кабанов Г.П. Качество подготовки специалистов в техническом вузе и технологии обучения. Учебное пособие для педагогов, аспирантов, магистрантов. Томск: Изд-во ТПУ, 2010. 203 с.



6. Хуторской А.В. Теоретико--методологические основания инновационных процессов в образовании//Интернет-журнал "Эйдос". - 2005.-26.03

7. Рейнгольд, Л.В. За пределами CASE - технологий / Л.В. Рейнгольд// Компьютерра.-, 2000. - №13-15.

