

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ
федеральное государственное бюджетное образовательное учреждение
высшего образования

«ДАГЕСТАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»
Кафедра иностранных языков ЭФ

Международная научно-практическая конференция
«Современные проблемы лингвистики и теории преподавания
иностранного языка»

Махачкала, 2022 г.

Bazarbayeva , Laura . “Case study” method in teaching english as a foreign language in non-linguistic university / L. Bazarbayeva ,I.V.Lapina. - Текст : непосредственный // «Современные проблемы лингвистики и теории преподавания. Международная научно-практическая конференция . - Махачкала. - 2022 г. - S. 86-92.

**“Case study” method in teaching english
as a foreign language in non-linguistic university**

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Abstract. The article considers the use of case method - method of active learning based on real situations - in teaching English. The case-study method is used in order to introduce specific learning situations, descriptions of certain conditions from the life of an organization, a group of people or individuals in organizing the learning process, orienting students to formulate a problem and search for solutions to it, followed by analysis in training sessions.

Keywords and key expressions: case study, method of teaching, interactive learning, educational opportunities, foreign language, principles, situational analysis.

In modern education, the most important task for the teacher is the high-quality language training of future specialists: economists, engineers and farmers. Modern educational trends dictate their requirements and approaches to teaching students foreign languages using various interactive methods. Currently, the case-method, or case study, is becoming increasingly famous in the field of foreign language education. The case study method is an active simulation method that is based on the analysis of real situations and the solution of specific tasks (cases) [1, p.12].

The case method can be used in specific training sessions in terms of considering various situations (cases), describing certain conditions from the life of an organization, a group of people or individuals, thereby orienting students to formulate a problem and search for solutions to it with subsequent analysis. This method of interactive learning can be successfully used in English classes, as it is comprehensive and contains all the main types of speech activity: reading, speaking, writing, and listening. In the process of creating a real situation, students have the opportunity to communicate in English with other group members and the teacher. The result of using the case method in the classroom depends not only on the quality of the case (material prepared in advance by the teacher), but also on the desire and ability of students to communicate. The use of the case method in teaching a foreign language involves the creation of a real problem situation, knowledge of the alternatives to its solution, as well as the formulation of a common goal and principles of group work to create an optimal solution. It is important to create a favorable atmosphere in foreign language classes and take into account the emotional state of students in classes using the case method. This method has many important educational opportunities. Students not only acquire new knowledge and develop a common outlook, but also learn to think critically and strategically, analyze complex problems and gradually find their rational solution, listen and take into account an alternative point of view, as well as to give their reasoned opinion. The case method is a complex one. It includes the following teaching methods: modeling (building a model of a real situation), system analysis (system representation and analysis of the situation); thought

experiment (mental playing of the situation); description (formation of a system of facts for the purpose of inference); problem method (isolation of the problem from the information of the case, the choice of an appropriate solution from a variety of alternative options and the development of a practical model for its implementation); classification (creation of lists of properties, characteristics that make up the situation); game methods (presentation of behaviors of persons acting in a situation); the method of "brainstorming" (generating ideas through collective discussion of the situation), discussion and/or polemics (exchange of views on the problem and ways to solve it by argumentation) [2, p.115]. The use of this method in foreign language classes is an excellent simulator for practicing monologue and dialogiThe lesson based on the case method involves well-organized planning, consisting of the following stages:

- confrontation (the teacher announces the topic, goals and objectives; provides case material; familiarizing students with texts (cases) on a specific topic);
- collection of information on used texts (cases) (key information is written out in the form of diagrams or tables);
- resolution (reproduction of answers to the teacher's advance questions);
- dispute (presentation, when each group separately presents its achievements or one of the groups begins the presentation, and all the other groups complement its response);

•	[3, p. 25].	reflection (summing up, discussion of conclusions, learning outcomes)
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It is significant that the case method teaches to put into practice the material obtained in English classes. Students have the opportunity to use their personal experience in solving specific problems. It is necessary to note that the discussion shows the communicative disadvantages of the student in order to improve language skills. This method of teaching assumes a certain level of students' proficiency in English. It follows that the teacher needs to think carefully about the future lesson in order to organize the educational process successfully. I would like to give a concrete example of the use of the case method in English classes at the Karaganda University of Kazpotrebsoyuz. The method of situational analysis or case study is considered one of the most effective ways of teaching skills to solve typical problems based on real situations (cases), since it is aimed not so much at mastering specific knowledge or skills, but rather at developing the general intellectual and communicative level of students for successful professional communication. Since the case method is aimed at the development of all types of speech activity, its use is most effective at the final stage of work on the topic, when students are given the opportunity to actively use

the studied lexico-grammatical material in speech, and the teacher can assess the level of formation of students' speech skills, the degree of mastery of thematic vocabulary and grammatical structures. The set of the case includes several components: a statement of the problem (situation), the main tasks, written texts of presentations, cards with criteria for evaluating work, samples of presentation of the results of the discussion in writing. The function of the teacher is to organize collective work, optimize the progress of work, summarize the discussion of the case and evaluate the work of each student [4, p. 65].

An example of a case method is a case-study "Choosing a trip" at the final stage of work on the topic "Hometown" with the 1st year students of a non-linguistic specialties. The objectives of the case method in a practical English lesson are:

- activation of thematic vocabulary;
- development of information generalization skills;
- development of creative thinking;
- development of presentation skills (ability to publicly present your work in a foreign language);
- development of the ability to have a discussion, to argue answers (development of speech skills without relying on the finished text);
- improving reading and information processing skills;
- forming teamwork skills.

The technology of the case method. The teacher describes a problematic situation: you are going to spend a vacation in some interesting place in Europe, a travel agency offers you brochures with information about the places that you can visit. The teacher divides the students into three groups and hands the cards A, B, C out with a description of the situation, offers to choose roles: A — family (parents and two teenage children) wants to visit world-famous museums and test something new and unusual. B — a group of cheerful friends wants to take part in some interesting event during the trip. C is a group of students who have won the tour as a prize for winning the World Cultures project, they must present a report on the trip and their impressions. Each team studies information about three different tours, discusses the advantages and disadvantages of the proposed tour (a list of "pros" and "cons" is used, also offered in the form of a handout or presented on a board or slide). The participants of each team make a message about the selected tour to the whole group, arguing their choice (models of statements are given, members of their team complement the responder, members of other teams can ask questions). Each team creates and presents a short message for an Internet blog about the upcoming trip. The teacher summarizes the discussion of the case

(teamwork) and evaluates the work of each student. Preparation of the case set includes the following handouts:

- cards A, B, C with a description of situations;
- brochures with information about tours;
- a list of the "pros" and "cons" of the tour to justify the choice;
- speech models for constructing of statements.

The case method " Choosing a trip " contributes to:

- optimization of the educational process;
- effective organization of teamwork;
- the development of all types of speech activity: reading, speaking, writing, listening;
- the development of independent work skills, the ability to discuss; – the demonstration of initiative by students. In the course of practical use of the case method, difficulties may arise, especially for students with a low level of language training, therefore, differentiation of tasks according to the level of complexity and volume of implementation, stimulation and leading questions of the teacher should help to eliminate difficulties and implement effective speech communication of all students in a given situation. The use of the case method in combination with traditional forms of learning contributes to the optimization of the educational process, makes it possible to achieve successful assimilation of educational material and its productive application, increases the motivation of students to learn a foreign language. It is important that students have the opportunity to creatively apply the passed language material on the basis of their professional knowledge and allows them to adapt to real and potentially possible situations. It should be noted that in teaching a foreign language for

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