**THE EFFICACY OF THE CASE STUDY METHOD IN TEACHING FOREIGN LANGUAGES**

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Currently, one of the main requirements of modern education for a graduate of a pedagogical university is "fluency in a foreign language at the level of business communication in various situations related to his professional field of activity." Success in solving the problem outlined above largely depends on innovative ways of organizing students to teach a foreign language, one of which is the case study method.

The immediate goal of the method is a joint discussion and analysis of the case, that is, an event that actually occurred in a particular field of activity and described by the authors in order to initiate discussion in the classroom. I would like to note that the use of this method in the lessons of a foreign language allows us to develop, in addition to language competencies, also general competencies:

• make decisions in standard and non-standard situations;

• work in a team and team;

• communicate effectively with colleagues, management, consumers;

• search and use the information necessary for the effective implementation of the tasks that play an important role in the formation of a competent specialist.

A brief excursion into the history of the case study

Case study technology in education was developed in the 1920s in management training at Harvard Business School. The term “situation” was previously widely used in jurisprudence, but after a lecture at Harvard, teachers gave students a specific life situation from the business or management sphere containing a problem for discussion, followed by lively discussion and finding a solution by the students themselves. An important place was occupied by a collective discussion by students of the found solutions to the problem.

In the world of educational practice, case studies became widespread in the 1970-1980s. The following data speak of its importance in modern education: On average, 35-40% of the study time is devoted to the analysis of typical situations in Western universities. At the University of Chicago School of Business, cases accounted for 25% of the time, at Columbia University's business school - 30%, and at the famous Wharton - 40%. The leader in the number of hours allotted to classes by this method, her "discoverer" is Harvard. An ordinary student during his studies parses up to 700 cases.

Usually a case consists of several parts:

- a description of a specific situation;

- tasks for this situation;

- supporting information necessary to solve it.

“In the description of the case there should be a problem or a series of direct or indirect difficulties, contradictions, hidden tasks to solve. Yu. V. Ryndina notes that “one of the important points is that the emphasis is not on communicating ready-made knowledge, but on encouraging students to think, to search for information independently, to draw independent conclusions and messages, as well as“ transfer to oneself ” , that is, an appeal to the life and speech experience of students. " One of the most important requirements in the application of the case method is the reality of the events described in situations, therefore, specific situations are developed on the basis of true facts.

Sources of cases include: news reports, newspapers or magazine publications; works of art adapted for specific learning purposes can also suggest ideas for creating a case. High-quality materials for the case can be obtained by analyzing scientific articles, monographs and scientific reports on a particular problem. The use of scientific literature in the development of the case gives it great rigor and correctness. A scientific article is usually characterized by in-depth consideration of a question; a scientific monograph provides a systematic, comprehensive description of the subject of research; A feature of a scientific report is the relevance and novelty of the material. Scientific publications can perform two functions in the case study method: the first is that scientific publications and fragments of them can be components of cases by including them in the content, and the second is that they can be included in the list of literature needed to understand the case. Another inexhaustible source of material for cases is the Internet with its resources. This source is notable for its large scale, flexibility and efficiency. It should be borne in mind that the problem should not go beyond the speech capabilities of students speaking foreign languages, since its consideration involves the discussion and formulation of arguments, counterarguments, conclusions, and one’s point of view through well-known linguistic means.

Consequently, the problem posed during the discussion should meet the following requirements: be accessible for resolution by students (that is, rely on existing knowledge); be relevant in general and for the participants in the discussion, in particular, from the point of view of vocational guidance or life experience of students; to have contradictions as a stimulator for the development of the discussion; serve as the basis for the formation of debate skills; provide substantive knowledge in accordance with curricula and programs, but do not provide completeness of information to solve the problem, which necessitates the search for additional information; to be a means for building students' critical and creative thinking skills; the problem situation should potentially contain the properties of dynamism, i.e., the solution to the main problem should proceed against the background of solving a chain of related problems arising from one another and showing causal relationships between the phenomena and processes under study; the formulation and statement of the problem should not be an artificial “imposition” on students of one task or another, but should be presented as if caused by the very course of studying the material and cause the student’s internal need to solve these problems.

The case can be presented both in multimedia and in print form, it can also be supplemented with visual material in the form of photographs, tables or diagrams. In other words, the case study method is an innovative teaching method that takes into account all the features of the subject “Foreign Language” and forms the necessary knowledge, skills. This method is aimed at solving a specific problem, but this problem is not given ready-made, but is formulated by the teacher, based on the conditions of a real learning situation, which allows the teacher to identify the problem when organizing the learning process to the language aspect or type of communication.

The need to implement the case method in the practice of education is due to two trends. The first follows from the general orientation of the development of education, its orientation not so much on obtaining specific knowledge, but rather on the formation of skills and mental activity, the development of abilities, among which special attention is paid to the ability to learn, change the paradigm of thinking, and the ability to process huge amounts of information. The second is due to the development of requirements for the personality qualities of a specialist, who, in addition to meeting the requirements of the first trend, must also have the ability to behave adequately in various situations, be able to act systemically and effectively in a crisis. The case study method allows you to successfully develop students' creative abilities, builds up skills for performing complex tasks in small groups, helps to successfully master the ability to analyze an unforeseen situation, and independently develop decision-making algorithms. This method also contributes to the development of skills to navigate freely in the modern world, readiness for fruitful professional activity, the formation of qualities such as initiative and independence. Of course, cases should be created as part of the program material on the topic of the training course, and also contain real, relevant information from the point of view of training.

Formally, we can distinguish the following stages of students working with a case:

1. Acquaintance with the case;

2. Analysis of information;

3. Search for a solution;

4. Identification of the advantages and disadvantages of each proposed solution;

5. Assessment of alternative solutions;

6. Presentation of the results;

7. Assessment of students;

8. Summing up.

The teacher acts as the leader, directing the discussion, asking questions and fixing answers. He makes an introductory and concluding remarks, maintains a serious attitude in the audience, evaluates the contribution of students to the analysis of the case, as well as the result of the work in terms of objectivity, validity, systematicity and optimality.

For the successful work of students with a case, you need:

- Carefully read the terms of the case, highlight key points, excluding intentionally redundant information;

- Formulate and analyze the problems in the case;

 - Search for the necessary information that is not in the text of the case;

 - Keep track of time and return to the conditions of the assignment;

 - Distribute the functions of the participants;

- Remember that each participant must prove himself;

- Support and fix in writing any ideas received by brainstorming;

- Develop a single position in the group;

 - Report the results. Captively and fully present them.

According to E. A. Belyakova, the main criteria for evaluating the result of working with a case should be:

- the degree of solution to the problem;

- the organization of the text;

- the interaction with the interlocutor,

- the lexical design of speech;

- the grammatical design of speech;

- spelling, punctuation and pronunciation.

The criteria may vary depending on the type of situation. An important condition is to involve students in the discussion of the assessment of other students. Thus, they acquire the skill of evaluating and their own answers, better understand the requirements of the teacher and the grading rules, which they will need to understand during their teaching practice and future professional activities.

Principles of using case technology:

Cases should be developed and implemented in the system of training, retraining and advanced training of managers and specialists, taking into account a number of characteristics that ensure the effectiveness of their use in training programs:

- firstly, the case must meet the learning objectives;

- secondly, the case should be as close as possible to real professional activity (a real event or an artificially created situation where some of the real material is compiled with some typical problem);

- thirdly, the task should be selected in such a way that it was possible to use different ways to search for solutions;

- fourthly, cases can differ in terms of generalization, in the amount of information presented in them, in the complexity of the problem;

- fifthly, the case material should not be outdated, it should be updated in parallel with changes in real practice.

This method of teaching a foreign language on the basis of real or imagined situations has great prospects in the training of future specialists. In teaching a foreign language at a university, the case study method serves to create a language environment and conditions for the formation of a need to use a foreign language as a means of intercultural interaction, integrate the knowledge of students from different areas around the solution of one common problem, and also develop foreign communicative competence within the framework of an active joint research and creative activities.

Conclusion

The advantage of cases is the ability to optimally combine theory and practice, which seems quite important when training a specialist.The case study method promotes the development of the ability to analyze situations, evaluate alternatives, choose the best option and plan its implementation. And if during the training cycle this approach is applied repeatedly, then the student develops a sustainable skill to solve practical problems.

The problem contained in the case does not have a clear solution; the essence of the method lies in the fact that from the set of alternative options, in accordance with the criteria worked out earlier, the most appropriate solution is chosen and a practical model for its implementation is developed.

Almost any teacher who wants to implement a case-method can do it quite professionally, having studied special literature, having passed the training and having educational situations on hand. However, the choice in favor of the use of interactive learning technologies should not become an end in itself: after all, each of the technologies of situational analysis should be implemented taking into account the educational goals and objectives, the characteristics of the study group, their interests and needs, level of competence, regulations and many other factors that determine the possibility of implementation case method, their preparation and conduct.

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