

WAYS TO APPLY THE PRACTICAL METHOD IN FOREIGN LANGUAGE TEACHING

Iskandarova Aybibi Raximbayevna

Associate Professor, Tashkent State Transport University

Abstract:

Our article considers the possibility of using the case method in teaching foreign languages. It provides information about the origin and development of the method. The author shows the requirements for case studies and the advantages and difficulties of the method. In a scientific article, the case study method helps to develop students' communication skills, expand their worldview, teach the formation of general skills, the development of independent exploratory activities, the formation of aesthetic views, and increase their level of competence.

Keywords: family members, workers, owners, consumers, information, generalize, formulate problem competencies, exploratory activities.

Аннотация:

в нашей статье рассматривается возможность использования кейс-метода в обучении иностранным языкам. В нем содержится информация о происхождении и развитии метода. Автор показывает требования к тематическим исследованиям, а также преимущества и трудности метода. В научной статье метод кейс-метод помогает развить коммуникативные навыки студентов, расширить их мировоззрение, научить формированию общих навыков, развитию самостоятельной исследовательской деятельности, формированию эстетических взглядов и повысить их уровень компетентности.

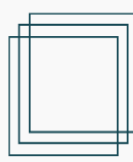
Ключевые слова: члены семьи, работники, собственники, потребители, информация, обобщать, формулировать проблемные компетенции, исследовательская деятельность.

Introduction

Case method in English teaching. The requirement of the new educational standard includes the ability to apply the acquired knowledge and skills to solve various typical life situations, as well as problems related to the performance of typical social roles of a person (family members, workers, owners, consumers, etc.) Such skills can be developed using the falling method. We are talking about a teaching method known as a case study - a method of analyzing situations. Its essence is that students are offered to understand a real-life situation, the description of which at the same time not only reflects a practical problem but also updates certain knowledge that needs to be learned when solving this problem.

<https://ejedl.academiascience.org>

Emergent: Journal of Educational Discoveries and Lifelong Learning is a scholarly peer reviewed international Journal



At the same time, the problem itself has no unique solutions. [1]

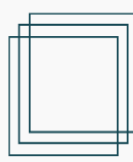
Literature Analysis and Methodology

The method was first used in 1924 at Harvard Business School. Harvard Business School faculty quickly realized that there were no textbooks appropriate for a graduate business program. A concrete situation of a real organization in its activities was described to the listeners to familiarize themselves with the problem and to find a solution independently in a joint discussion. The fall method is widely used in commercial training around the world and is gaining more and more followers. The case is a description of a concrete real-life situation prepared according to a specific format to teach students to analyze different types of information, generalize, formulate problem competencies, and develop possible solutions according to established criteria. [3]

Case classification Highly structured cases A concise and accurate representation of the situation with concrete numbers and dates. Unstructured Cases. They are a material with a large amount of data and are intended to assess the style and speed of thinking, the ability to separate main and secondary, and the ability to work in a particular area. Breakthrough cases can be both very short and long. Observing the solution of such a case makes it possible to see whether a person can think outside the box, and how many creative ideas he can come up with in the allotted time. When making a group decision, he can pick up on someone else's idea, develop it further and implement it.

By Scope Complete cases (20-25 pages on average) are intended for multi-day teamwork and typically involve teamwork. Condensed cases (3-5 pages) are intended for analysis directly in the classroom and involve general discussion. Mini-cases (1-2 pages) are condensed cases intended for classroom analysis, often used to illustrate the theory taught in the classroom using the specifics of the case. The methods are a description of a real problem situation; alternative solutions for a problem situation; a single goal and working together towards a solution; functioning of a system of group evaluation of decisions; emotional stress of students.

A difficult task for a teacher, which requires erudition, pedagogical skill, and time, is the development of a case, the selection of suitable real material in which the problem situation will be modeled and which will reflect the complexity of knowledge, skills, and abilities acquired students will need. Cases prepared in writing are usually read, studied, and discussed. These cases form the basis of a classroom discussion led by a teacher. The case study method includes both a specific type of teaching material and specific ways of using this material in the educational process. [3] The case is also a kind of role-playing system. The high role concentration in the fall leads to the transformation of the falling method into a gamified learning method that combines a game with a subtle technology of intellectual development and a total control system.



The measures in the case are either mentioned in the description and must then be understood (consequences, effectiveness) or they should be offered as a solution. Students should solve the problem and get the reaction of others (other students and teachers) to their actions. At the same time, they should understand that different solutions to problems are possible. Therefore, the teacher should help students to argue, argue and not impose their opinion on them. Students should understand from the very beginning that the risk of making decisions is on them, the teacher only explains the consequences of hasty decisions. [5] The role of the teacher is to lead a conversation or discussion on problematic issues, control working hours, encourage students to stop superficial thinking, and involve all students in the group in the case analysis process.

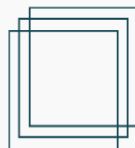
Results:

The peculiarity of the work of a teacher practicing the method of falling is that he not only uses his skills to the maximum but also develops them. The main content of the teaching activity includes the fulfillment of several functions of teaching, educating, organizing, and researching. In the learning process, the teacher solves the tasks of teaching and developing students. [5] The teaching activity in the application of the case method consists of two phases. The first stage is complex creative work on creating a case and questions on its analysis. However, a well-prepared case is not enough to effectively conduct the lesson.

Methodological support must also be prepared for this, both for the independent work of the students and for the upcoming lessons. The second phase involves the activity of the teacher in the classroom, where he gives introductory and closing speeches, organizes small groups and discussions, maintains a factual attitude in the classroom, and evaluates the student's contribution to the analysis of the situation. [3]

Discussion:

When opening a discussion, you need to remember that every lesson has a beginning and an end. The beginning of the discussion is probably the only moment when the situation is completely in the hands of the teachers. And therefore it is necessary to use it in the best possible way. Finally, the overall tone, interest, and alignment of all classes depend on how the discussion begins. The presence in the structure of the case method of disputes, discussions, and arguments quite strongly trains the participants in the discussion, they teach compliance with the norms and rules of communication. Even greater is the burden on the teacher, who must be emotional throughout the learning process, resolving and avoiding conflict while maintaining an environment of collaboration and competition, and most importantly, ensuring that student's privacy rights are respected. [5]



Conclusion:

Summing up, we can say that the introduction of case technology into the educational process makes it more effective and allows students to organize independent work. In technology classes, students show more independence in planning their activities. Students choose ways to solve tasks and master the system of knowledge and skills in professional activity and self-education. In the educational process, the activity of the individual develops, and the cognitive interests of a competent specialist are formed.

References:

1. Prakticheskaya pedagogika: ucheb. -metod. posobiye na osnove metoda case-study / M.R. Vardanyan, N.A. Palixova, I.I. Cherkasova, T.A. Yarkova. – Tobolsk, 2009.
2. Amanlikova, N. (2022). The role and place of distance learning in education. International Journal of Early Childhood Special Education (INT-JECSE). <https://doi.org/DOI:10.9756/INTJECSE/V14I5.1110>
3. Mixaylova, YE.I. Keys i keys-metod: obshchiye ponyatiya / YE.I. Mixaylova // Marketing. Federalny gosudarstvenny obrazovatelny standart dlya osnovnoy shkol. – 2010. – № 1.
4. Iskandarova, A. (2020). The Role Of Myth In The Poetics Of Modern Works. JOURNAL OF CRITICAL REVIEWS.
5. Shimutin, YE. Keys-texnologii v uchebnom protsesse / YE. Shimutin // Narodnoye obrazovaniye. – 2009. – № 2. – S. 172-179.