Main Features of Using the Case Study Method in Teaching Foreign Languages

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Abstract: The article discusses the main features of using the case study method in teaching foreign languages. It is also pointed out that technology allows teachers to develop the creative abilities of students; develops skills in performing complex tasks in groups; helps to successfully master the ability to analyze unforeseen situations and independently develop decision-making skills.

Keywords: innovative technology, problem solving, case-study, foreign language, goals.

Introduction:

Today, the issue of developing new technologies for education, upbringing and development of the student's personality that meets modern social, economic, moral and educational technologies is relevant. The specifics of teaching foreign languages determine the need to make more widespread use of new educational technologies.

The choice of innovative educational technologies to achieve the goals and solve the problems of teaching a foreign language is determined by the need to develop in students a set of general cultural competencies necessary for the implementation of interpersonal interaction and cooperation in the conditions of intercultural communication, as well as to ensure the required quality of education at all its stages [16, 18, 22].

The forms and technologies used for teaching a foreign language contribute to the formation and development of a multicultural linguistic personality, the ability to carry out various types of activities using a foreign language, as well as the implementation of students' cognitive skills, their readiness for self-development and self-education, increasing the creative potential of the individual to implement their professional responsibilities.

Discussion:

The case method began to be used in education relatively recently, but it is rapidly gaining popularity and demonstrates high efficiency. The main difference between this method and traditional teaching methods is that the case does not have a uniquely correct solution. Each student can offer the most optimal, in his opinion, way out of the proposed situation. In the case method, the emphasis is not on the result, but on finding solutions and discussing them [30, p.19].

The modern educational situation in higher education requires special preparation of the teacher for classroom work, taking into account the fact that he is not the only carrier of information [17, 23, 26]. His role in the learning process is being transformed: the function of an information translator is gradually fading into the background, and the function of a coordinator, navigator, and coordinator of students' educational activities is coming to the fore. In addition, there are tendencies to replace the purely associative, static model of cognition with dynamically structured systems of mental actions, as well as a transition from external motivation for

students' learning to internal moral-volitional regulation. For the correct self-positioning of a teacher in the educational process, he should not waste time on rediscovering what is already known, which requires turning to the arsenal of modern educational technologies and the experience of their implementation in the modern educational process.

The main feature of the case method is the creation of a problem situation based on facts from real life. The case does not offer students a problem in a ready-made form, but participants in the educational process have to identify it (or even several problems - a "problem field") from the information contained in the description of the case (text - from one to several pages). The problem hidden in the case does not have a clear solution [24].

There are currently two ways to discuss casework. The first of them is quite traditional and its essence lies in the fact that the content of the case and approaches to solving it are discussed publicly, in an open discussion. The teacher's task is to create conditions for the maximum number of students working on the case to express their position. The ideal way to conduct a discussion is to include everyone in the discussion process. The second method is an alternative to the first. It is built on the presentation by each group working on the case of its own presentation of the solution based on systemic argumentation. Students speak out on such positions as – the place of precedent in the system of social practice; – risks associated with adopting a solution that is inadequate to the essence of the problem; – solutions and recommendations. It is possible for each group to present its own version of the case solution, followed by a discussion [5, 11,14]. While working on the content of the case, students who have the appropriate technical means can make a computer micro-presentation and present it to all participants for review. The results can also be presented on a sheet of poster paper containing a graphic transcript of the solution (diagrams, drawings, installation elements). When preparing demonstration materials, active generation of thoughts occurs theoretical approaches to the solution are systematized, and key points are highlighted that carry a semantic load and are addressed to real practice. Teacher can recommend that students who have prepared presentation materials present the solution together, while sharing the thematic lines and the area of responsibilities of each when presenting the solution.

Types of case presentation can be represented by the following scheme: Public (oral) presentation involves presenting case solutions to a group; it maximally develops the skills of public activity and participation in discussion. An oral presentation has the property of a short-term impact on the listeners, and therefore is difficult to perceive and remember. The degree of preparedness and competence of the speaker is manifested in the discussion he provokes. However, it is not necessary to make all statements obvious and irrefutable. Such presentation of material when analyzing a case can serve as the beginning of a discussion. When making an oral presentation, it is necessary to take into account the emotional state of those listening; the speaker's attitude to the problem and emotional assessments make a significant contribution to the message. One of the advantages of public (oral) presentation is its flexibility. The speaker can respond to changes in the environment, quickly respond to cues, adapt his style and material, sensing the mood of the audience. Regardless of the form of response required by the instructor, the student must carefully prepare his or her presentation. The most meaningful and conceptual answer will lose a lot if it is not accompanied by a good selection of slides, well designed. Students should need to choose a good design, font style and size, and color scheme. It is recommended to accompany the answer with the following slides: – initial slide with the title of the topic and the names of the authors;

➢ a slide show during the answer (if the answer was prepared by several people, then indicating the names of all participants);

➢ one (or several) slides listing the main problems and tasks that the small group must solve while working on the situation;

➢ a series of slides illustrating the methodology for analyzing the situation;

a series of slides dedicated to recommendations, arguments and justification for each argument (one slide for each recommendation and its justification). It is advisable to rehearse the slideshow several times to eliminate any possible shortcomings. The slideshow should be designed in such a way as to capture the attention of the audience, but not so much that the listeners forget about the topic of your answer and the comments of your opponents. The slides should only help the listeners understand the ideas and thoughts. Excessive graphics, images, and colors can distract the audience's attention from the story and interfere with their perception.

It is recommended to use case technology in foreign language lessons at the senior level, because Students need a certain stock of knowledge, a fairly high general level of proficiency in a foreign language and developed communication skills [10, 19, 27].

In addition, being a complex and effective teaching method, case technology is not universal and is used especially successfully only in combination with other methods of teaching foreign languages, because in itself does not lay down the mandatory normative knowledge of the language.

Conclusion:

In conclusion, it is worth noting that case technology at the current stage of education is an integral part of the educational process. Visualization of the material, independent work, the ability to analyze a problem and make decisions - all this clearly fits into the framework of current education standards, which state that every student should be able to acquire knowledge independently, with the help of a teacher, and not use ready-made material. Cases in this context fit perfectly into the educational process. In addition, the use of case technologies in education contributes to the formation of moral and ethical orientation. They develop students' ability to independently find ways to solve problem situations; They are taught to evaluate their own and others' actions from a moral point of view; create situations of moral choice, where the child learns to make the right decisions, and also instills the ability to self-esteem.

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