

THE USE OF CASE TECHNOLOGY IN TEACHING ENGLISH LANGUAGE

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ABSTRACT

Any assimilation of knowledge is based on the assimilation of learning actions by the student, having mastered which, the student would be able to assimilate knowledge independently, using various sources of information. To teach to learn, namely to assimilate and properly process information is the main thesis of the activity approach to learning. One of the new forms of effective learning technologies is problem-based learning using case studies. The introduction of case studies in teaching English into the practice of education is currently a very urgent task.

Key words: *Method, study, theoretical material, infomational technology, structure.*

A case is a description of a specific real situation, prepared in a specific format and designed to teach students to analyze different types of information, generalize it, formulate a problem and develop possible options for solving it in accordance with established criteria. Case learning technology is learning by doing. The essence of the case method is that the assimilation of knowledge and the formation of skills is the result of active independent activity of students in resolving contradictions, as a result of which there is a creative mastery of professional knowledge, skills, abilities and the development of mental abilities. A case is a description of a specific real situation, prepared in a specific format and designed to teach students to analyze different types of information, generalize it, formulate a problem and develop possible options for solving it in accordance with established criteria.

In recent years, situational methodology has become one of the effective methods of teaching social sciences not only in higher educational institutions and seminars to improve the skills of workers in various fields, but also in general education institutions. The use of a situational methodology allows students of higher educational institutions to demonstrate and improve the skills of educational work, to put into practice theoretical material, in addition, this method allows you to see the ambiguity of solving problems in real life. The situational method of teaching is often called the case method.

The main features of the case method are:

- description of the real problem situation;
- alternative solutions to the problem situation;
- a common goal and collective work to develop a solution;
- functioning of the system of group evaluation of decisions made;
- emotional tension of students.

A difficult task for a teacher, requiring erudition, pedagogical skills and time, is the development of a case, i.e. selection of relevant real material, which simulates a problem situation and reflects the complex of knowledge, skills and abilities that students need to master. Cases, usually prepared in writing, are read, studied and discussed. These case studies form the basis of teacher-led class conversation. The case method includes both a special type of educational material and special ways of using this material in the educational process.

Students must solve the problem and get the reaction of others, other students and the teacher to their actions. At the same time, they must understand that various solutions to the problem are possible. Therefore, the teacher should help students reason, argue, and not impose their opinion on them. Students must understand from the very beginning that the risk of making decisions lies with them, the teacher only explains the consequences of making rash decisions.

The teacher's role is to guide the conversation or discussion with the help of problematic questions, to control the time of work, to encourage students to abandon superficial thinking, to involve all students in the group in the process of case analysis.

The situational methodology is based on and includes numerous teaching methods, but preference is given to methods of stimulating and motivating educational activities. Thus, the case method can be represented as a complex system in which other, simpler methods of cognition are integrated. It includes modeling, system analysis, problem method, game methods and other forms and methods of teaching.

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We consider in detail the main characteristics and classification of cases

By structure

- Structured cases (highly structured case) - a short and precise presentation of the situation with specific numbers and data.
- Unstructured cases. They are data-rich material and are designed to assess the style and speed of thinking, the ability to separate the main from the secondary, and the skills of working in a particular area.

- Ground breaking cases can be either very short or long. Observing the solution of such a case makes it possible to see whether a person is able to think outside the box, how many creative ideas he can give out in the allotted time. If a group decision passes, then can he pick up someone else's thought, develop it and use it in practice.

To size

- Full case studies (average 20-25 pages) are designed for teamwork over several days and usually involve a team presentation
- Concise case studies (3-5 pages) are designed to be analyzed directly in class and imply a general discussion
- Mini-cases (1-2 pages), like condensed cases, are intended for class discussion and are often used to illustrate the theory taught in class

Description methods involve the formation of a certain system of facts that characterize the situation. Therefore, the student is forced to sort out a kind of puzzle, separating the essential from the non-essential.

The problematic method differs in that it forms a problematic approach to reality. The case does not offer students a problem in an open form, the participants in the educational process will have to isolate it from the information contained in the description of the case.

The problem contained in the case does not have an unambiguous solution; the essence of the method lies in the fact that from a variety of alternative options, in accordance with previously developed criteria, choose the most appropriate solution and develop a practical model for its implementation.

In the case method, brainstorming is used when a group has real difficulties in understanding the situation, it is a means of increasing the activity of students. In this sense, it is presented not as a tool for finding new solutions, but as a kind of basis for cognitive activity.

Discussion is central to the case method. It is advisable to use it in the case when students have a significant degree of maturity and independence of thinking, they are able to argue, prove and substantiate their point of view. The modeling method acts as a means of presenting a case as a model of some real situation that is typical for a certain sphere of society. The closer this model is to the real situation, the more valuable the case.

The peculiarity of the work of a teacher practicing the case method is that he not only realizes his abilities to the maximum, but also develops them. The main content of the teacher's activity includes the performance of several functions - teaching, educating, organizing and research. In the learning process, the teacher solves the problems of teaching and developing students. The activity of the teacher when using the case method includes two phases. The first phase is a complex creative work to create a case and questions for its analysis.

However, a well-prepared case is not enough to effectively conduct a lesson. To do this, it is also necessary to prepare methodological support, both for independent work of students and for the upcoming lesson.

The second phase includes the activity of the teacher in the classroom, where he makes an introductory and closing speech, organizes small groups and discussions, maintains a businesslike mood in the lesson, evaluates the contribution of students to the analysis of the situation. When opening a discussion, you need to remember that each lesson has its beginning and its end. The beginning of the discussion is perhaps the only moment when the situation is completely in the hands of the teacher. And so it must be used in the best possible way. After all, the general tone, interest and focus of all classes will largely depend on how the discussion begins.

The presence of disputes, discussions, and argumentation in the structure of the case method trains the participants in the discussion quite strongly, teaches them to observe the norms and rules of communication. Even more is the burden on the teacher, who must be emotional enough during the entire learning process, resolve and avoid conflicts, create an atmosphere of cooperation and competition at the same time, and most importantly, ensure the observance of the student's personal rights.

Since the main goal of teaching English is to engage in a specific activity - the transmission and receipt of information using a foreign language, that is, participation in certain limits in communication, general educational and educational tasks are subject to practical ones and are solved in the course of the implementation of an act of communicative competence on one or another level. another level, that is, the ability to enter into intercultural communication. The entire learning process is subject to the main task - the formation of communicative competence. The case method contributes to solving this problem. The case method can be presented in a methodological context as a complex system in which other, simpler methods of cognition are integrated. It includes modeling, system analysis, problematic method, thought experiment, methods of description, classification, game methods that perform their roles in the case method.

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