CASE STUDY AS ONE OF THE INNOVATIVE METHODS OF TEACHING ENGLISH

Annotation: The article considers the potential of using the case study teaching method as one of the innovative ways of teaching English in high school students. The case study method contributes to the formation and development of system, conceptual knowledge, analytical thinking, communication skills, as well as the skills of structuring information presented to students and establishing cause-and-effect relationships.

Keywords: case study, case method, interactive teaching methods, English lesson, high school students.

At present, in the conditions of intensive development of science and technology, activation of globalization processes that cause the establishment of international contacts between countries, there is a high demand for in-depth study of English as a foreign language. The modern education system imposes new requirements to the methodology of teaching foreign languages, according to which English language teaching should first of all contribute to the development of students' communication skills, expanding their horizons, forming and developing independent, search activity, aesthetic views, skills of emotional and volitional self-regulation, as well as increasing the level of stress resistance and productivity of educational activities. Thus, one of the actual tasks of the modern school is the search for innovative teaching methods that meet the requirements of modern society, one of which is the case study method. Case study is an interactive teaching method based on problem-situation analysis and solution of specific learning situations by students [1]. In the scientific world, the birthplace of this method of teaching is considered to be the United States of America, namely Harvard University. A characteristic feature of case study is the creation of a
problem situation based on real facts from life, the description of which simultaneously reflects not only any practical side of the problem, but also helps students to actualize a certain set of previously acquired knowledge that they needed to learn to successfully solve this problem. At the same time, the problem itself does not have an unambiguous solution [6]. In addition, students put forward solutions to problem situations can be evaluated by the following criteria – scientific and theoretical level of the case study and performance; completeness of the case solution; the degree of creativity and independence in the approach to the analysis of the case and its solution, as well as its degree of evidence and persuasiveness; the form of presentation of the material and the quality of the presentation; the culture of speech, the use of gestures and facial expressions during communication processes; the completeness and comprehensiveness of conclusions; Currently, there are a large number of definitions regarding the concept of case study. In a broad sense, this method is understood as a story containing an educational message (story with an educational message). A case is an event that actually occurred in a particular field of activity and that the author described in order to provoke a discussion about a problem situation and thus encourage students to discuss and analyze the situation, and as a result to make their own unique decision. The definitions of the case study method were grouped according to the following characteristics: the presence of a problem situation (case), multi-alternative decision-making, creative approach, increased efficiency, expediency of decision-making, collective decision-making, the presence of a system of evaluation and controlled emotional stress of students. Based on the analysis of definitions of learning method and selected case study characteristics, an attempt was made to formulate a new definition: case study is driven by teacher interactive method of teaching based on problem and situational analysis of the contradictions of the prisoner in a pre-prepared teacher Keyes, whose main purpose is the expedient resolution of this contradiction within the deterministic micro-groups of students. The structure of the case study method is designed in such a way that high school students are faced with a specific situation that is
directly related to the practical aspect of everyday life. Next, high school students need to identify the contradiction, discuss it in English, identify alternative ways to solve it and then offer their own version of its solution, which is competently justified, and then present to all students. It is worth noting that there is no single correct solution in solving cases, since they are directly related to the pressing problems and contradictions in life, so at the end of the presentation of the solution of the contradiction by all groups of students, the teacher or the students themselves can choose the most appropriate solution. At the same time, the teacher should not forget that in the process of solving cases, students should simultaneously update a certain set of previously studied lexical and grammatical knowledge, and they also need to learn a new concept when solving a particular problem situation [10, p. 236]. Problem situations or cases are conventionally divided into: 1) research, which are focused on the implementation of research activities; 2) practical, reflecting real life situations; 3) training, whose task is the organization of the educational process [3]. Regardless of what purpose the case pursues, it is divided into the following components: 1) the situation (any problem, real-life story, case); 2) the context of the situation (historical, chronological, features of the actions of the participants in the situation); 3) comment on the situation; 4) tasks for working with the case; 5) various applications [7]. According to M. A. Korneeva, a qualitative case should meet the following requirements: a) the experience of the audience should be reported and taken into account; b) it is necessary to choose situations that work for the future; C) must contain an actual problem; d) must contain quotes that give realism; e) must embody pedagogical goals; e) most cases are based on contradictory information; g) involves a certain decision; h) includes a conclusion at the end of the work; and) the case should be small in volume and correspond to the age and mental characteristics of students. The English lesson based on the case-technology can be built on the following concept: - the first group of exercises: introductory exercises or starting up, the purpose of which is to teach vocabulary, as well as the formation and development of speaking skills; - the second group of exercises: listening or listening. Exercises
in this section are aimed at the formation and development of listening and writing skills, as well as the development of new lexical units; - the third group of exercises: reading or reading. This group of exercises is aimed at the formation and development of reading skills, understanding the text in English and the development of new lexical material on the topic of the lesson; - the fourth group of exercises: repetition of grammar or grammar review; - the fifth group of exercises: the study of the problem or directly case study. Thus, the case method allows not only to activate the theoretical knowledge and practical experience of students, but also to form and develop the monological and dialogical ability to reason and express their own thoughts, opinions, ideas, proposals, to take alternative points of view, to argue their own decision of a critical situation, to show and improve analytical and evaluation skills and willingness to work in a team. It is worth noting that the use of the case study method involves a large amount of time for the successful implementation of the work on solving cases. However, the experience gained in the process of using this method by teachers has shown that the case method repeatedly increases the effectiveness of the educational process, as it allows you to model the future activities of the participants of the case and form a positive motivation to learn the material and get new information in the future.

References:


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