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<https://doi.org/10.47526/2022-2/2664-0686.11>**B.D. TURLYBEKOV***Candidate of Sociological Sciences,**Associate Professor of Khoja Akhmet Yassawi International Kazakh-Turkish University**(Kazakhstan, Turkistan), e-mail: berdibay.turlybekov@ayu.edu.kz**<https://orcid.org/0000-0003-2616-1809>*

FEATURES OF USING THE CASE STUDY METHOD IN TEACHING A FOREIGN LANGUAGE IN HIGHER EDUCATIONAL INSTITUTIONS

Abstract. The article deals with the use of the case study method that is considered to be one of the modern and actively used methods of interactive teaching of foreign languages in higher educational institutions. The case study method is a type of method that develops critical thinking and interpersonal communication skills. This method can be used to encourage students to use the second language effectively. The authors believe that the case study method allows you to apply theoretical knowledge in practice. The article emphasizes that case studies require students to actively develop many skills. The authors believe that due to the fact that the types of case studies differ depending on the level of language skills of students, it is necessary to correctly choose the type of problem lesson according to the level of knowledge of the same group.

For the purpose of a more communicative approach, much attention is paid to identifying the specifics of using cases in teaching a foreign language. Examples of the use of cases in the lessons for the formation of speech activity and speech skills are given. Case studies are considered a good motivation for students, as various case studies are aimed at the overall intellectual development and communicative potential of students and teachers. Case studies develop various practical skills, such as creative problem solving and decision-making.

Keywords: interactive learning, foreign languages, case study method, cases, communicative competence, linguistic environment, student-centered teaching.

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Жоғары оқу орындарында шетел тілін оқытудағы case-study әдісін қолдану ерекшеліктері

Аңдатпа. Мақалада жоғары оқу орындарында шетел тілдерін интерактивті оқытудың заманауи және белсенді қолданылатын әдістерінің бірі – кейс-стади (case study) әдісін қолдану туралы айтылған. Кейс-стади әдісі бұл сыни ойлау мен тұлғааралық қарым-қатынас дағдыларын дамытатын әдіс түрі болып табылады. Бұл әдісті студенттерді шетел тілін тиімді

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пайдалануға ынталандыру үшін қолдануға болады. Авторлар кейс әдісі теориялық білімді практикада қолдануға мүмкіндік береді деп есептейді. Мақалада кейс-стади студенттерден көптеген дағдыларын белсенді түрде дамытуды талап ететіндігі атап көрсетілген. Авторлар студенттердің тілдік дағдыларының деңгейіне байланысты кейс-стади түрлері әр түрлі болғандықтан сол топтың білім деңгейіне сәйкес проблемалық сабақ түрін дұрыс таңдау қажет деп санайды. Мейлінше коммуникативті көзқарас мақсатында шетел тілін оқытуда кейстерді қолдану ерекшеліктерін анықтауға көп көңіл бөлінген. Сабақтарда кейстерді сөйлеу әрекеті мен сөйлеу дағдыларын қалыптастыру үшін пайдаланатын мысалдар келтірілген. Кейс-стади студенттер үшін жақсы мотивация болып саналады, себебі әр түрлі кейс жағдаяттар білім алушылар мен оқытушының жалпы зияткерлік дамуы мен коммуникативтік әлеуетіне бағытталған. Кейс-стади түрлі практикалық дағдыларды атап айтқанда мәселелерді шығармашылық шешу және шешім қабылдау сияқты қабілеттерін дамытады.

Кейс-стади түрлі практикалық дағдыларды дамытуға ықпал етеді. Мұны мәселелерді шығармашылық шешу, нақты жағдайларды зерттеу қабілеттерін дамыту және шешім қабылдау деп сипаттауға болады. Кейс-стади әдісі жазбаша және ауызша сөйлеу дағдыларын дамытады, ынтымақтастық пен топтық жұмыс дағдыларын жақсартады. Авторлар кейс-стади әдісі студенттерді іскерлік кездесу өткізуге, келіссөздер жүргізуге, презентацияларды дайындауға және ұйымдастыруға қабілеттілік сияқты ұйымдастырушылық қабілеттерге үйрететіндігіне баса назар аударады. Мақалада шетел тілі сабақтарында кейс-стадиді қолданудың артықшылықтары мен қиындықтары көрсетілген. Осы оқыту әдістемесін қолданған кезде бөлмелер заманауи техникалық оқу құралдарымен жабдықталуы тиіс. Жоғары оқу орындарында шет тілдерін оқытудың интерактивті әдістерінің бірі ретінде кейс-стади әдісінің маңыздылығын анықтау – мақала авторларының міндеті болып саналады.

Кілт сөздер: интерактивті оқыту, шет тілдері, кейс-стади әдісі, кейстер, коммуникативті құзыреттілік, тілдік орта, студенттерге бағытталған оқыту.

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Особенности применения метода case-study в преподавании иностранному языку в вузе

Аннотация. В статье рассматривается использование метода кейс-стади (case study) – одного из современных и активно используемых методов интерактивного обучения иностранным языкам в высших учебных заведениях. Метод кейс-стади это метод, который развивает критическое мышление и навыки межличностного общения. Этот метод может быть использован для стимулирования студентов к эффективному использованию языка. Авторы считают, что кейс метод позволяет применять теоретические знания на практике. В статье подчеркивается, что тематическое исследование требует от студентов активного развития многих навыков. Авторы считают необходимым правильно выбрать тип проблемного урока в соответствии с уровнем знаний одной и той же группы, так как в зависимости от уровня языковых навыков учащихся типы кейсов различны. Большое внимание уделено выявлению особенностей использования кейсов в обучении иностранному языку с целью более коммуникативного подхода. Приводятся примеры использования кейсов для формирования речевой деятельности и речевых навыков. Кейс-стади считается хорошей мотивацией для студентов, так как различные кейс-ситуации направлены на общее интеллектуальное развитие и коммуникативный потенциал обучающихся и преподавателя.

Кейс-стади развивает различные практические навыки, в частности такие способности, как творческое решение проблем и принятие решений.

Метод кейс-стади развивает навыки письменной и устной речи, улучшает навыки сотрудничества и групповой работы. Авторы подчеркивают, что метод кейс-стади обучает студентов таким организаторским способностям, как умение проводить деловые встречи, вести переговоры, готовить и организовывать презентации. В статье так же представлены преимущества и трудности использования кейс-стади на уроках иностранного языка.

Ключевые слова: интерактивное обучение, иностранные языки, метод кейс-стади, кейсы, коммуникативная компетенция, языковая среда, обучение ориентированное на студентов.

Introduction

With the intensive development of science and technology in the 21st century higher educational institutions are required a well-developed and creative individual. For that reason, education system of Kazakhstan is experiencing continuous improvement and modernization. Therefore, according to Kazakhstan Education law teachers are given opportunities of using effective methods of teaching and to compile educational process due to any model. New educational paradigm gives the chance to think creatively, and requires complete change in the educational process. In higher educational institutions much attention is paid to the creativity of the future specialist. The students' creativity is developed only by thought and by practical performance.

Wide usage of new technologies and interactive methods of teaching are the main ways of developing students' creativity in the educational process. Interactive forms of teaching paves the ways to solve the problems altogether in groups, to feel and to shoulder responsibility, to be active and to improve creativity. 80 or 90 percent of new materials are well remembered when the students see and listen to the given material and involved in them. 20 percent of the given material is remembered when they just see and listen but not involved in the activity. So, we can say that interactive methods of teaching are very valuable. The essence of case study is critical analysis and solving concrete and true to life problems or cases.

Literature Review

Cases are stories, situations, or statements that suggest unresolved and provocative issues, situations, or questions (Indiana University Handbook, 2005). Case method is a teaching method aimed at developing students' critical thinking, communication, group work and discussion skills. In other words, it is a type of problem-based learning.

The situational method of case study is as follows:

- There is a partnership between students and teachers and between students and students.
- promotes more effective contextual learning and long-term retention.
- Make sure students find the answers.
- Can answer not only the question «How», but also the question «why».
- Allows students to see different perspectives [1].

Different scientists give different definitions of the case-study method. For example, Wedawatta et al (2011) considers the case study as «an empirical investigation that studies the current phenomenon in real life». Among the strategies, the authors focus on research strategies. Therefore, this method is necessary and important method for the future career of graduates [2].

The case study method has long been the subject of debate among leading scientists in Europe, the United States, Russia and Kazakhstan. According to Akeshova M. (2013), the problem of skills required for training, the mismatch between the theory included in the curriculum and therefore, practical needs of students creates problem of educational syllabus [3].

The creative approach to teaching foreign languages is the subject of articles by Kiseleva (2006) and Tikhonov (2005) [4, 5]. This approach is very important in solving problems. And Kashina pays special attention to the role of case studies in language teaching [6]. The case study method opens up many opportunities for the use of role-playing games.

According to E.A. Agafonova «case is the description of the situation that contains problems and therefore requires solution. It is a kind of instrument which a part of real life is brought into the classroom. This method is also a practical situation which discussion and reasonable solution to the problem are involved» [7].

Elena Basta supports the fact that the transition from traditional foreign language teaching methods to new innovative methods is a modern requirement, noting that the case method is an effective method for both linguistic and non-linguistic disciplines «application of non-theoretical linguistic knowledge and concepts to linguistics»[8].

Uber Grosse noted that case studies are more convenient for teaching business English than methods that use grammar or lexical exercises. He noted the advantages of the case method for students, which provides a great opportunity to read, speak, listen and write. He said that even lexical and grammatical structures can be incorporated into case studies instead of traditional exercises. He also noted that the increase in the number of students participating in the case method motivates the case method. He noted that this method has advantages as well as disadvantages. He said that the advantages and disadvantages of using the case method in teaching English are due to the following

- case study materials;
- The teacher's mastery of methods and materials [9].

Secondly, the case method poses a number of challenges, as it requires the teacher to have knowledge of these business concepts, but not all teachers may have such knowledge.

Thirdly, it may be even difficult for the teacher to understand the case.

On the other hand, Francis Boyd said that special attention should be paid to language and communication in English. He noted that real business cases can be difficult because they are long and complicated. Therefore, instead of using unfamiliar situations, teachers suggest that it is better to choose articles from magazines of general interest.

As a language counselor, the teacher should pay attention to vocabulary, grammar, cultural patterns, or discourse patterns used in business communication. Esteban and Perez Canado also notes several drawbacks of the case approach. One issue is the new role of the teacher. The fact that the teacher does not behave as a specialist in the case, as a new role as a facilitator, is seen as a possibility of discomfort, and sometimes it may cause even hostility between teachers and students.

Students whose English is not mother tongue are challenged by the length and complexity of case studies, particularly business terminology and jargon. And this is almost inefficient for people without a business background.

Time is also a problem in the case method. The case takes a long time because it requires a lot of preparation and is conducted in a non-traditional way. In addition, the case requires the teacher to spend a lot of time preparing. In conclusion, the case is not so easy for teachers.

Research methods and materials

We have used the theoretical and methodological foundations of teaching languages and form a theoretical basis for the study, theoretical analysis and generalization of data from scientific and methodological literature. The scientific information was obtained from authentic websites, research articles, and official reports. The descriptive-analytical method was also used for our study.

We distinguish the following case types:

- Practical case that describes real life;
- Teaching cases (education);
- Scientific research case that carries out research work (Figure 1):



Figure 1 – Types of the case

The aim of practical case is complete description of life situations. Such cases should be detailed. Certain skills are formed on the basis of practical case. If such situations happen in real life student must know in advance how to act, how to behave. It is expected that student would be able to cope the situation.

As for teaching cases are concerned they contain typical situations that often take place in life, which a specialist might face in the future professional career, are given. As the objectives of teaching cases education and upbringing, they do not fully convey the elements of life, that is, in such cases, the problem, plot, or situation is artificial not true. Scientific research case is described as perceiving new knowledge which means that research skills are taught. In the case study approach, the main focus is on students' analysis of the presented real or imaginary situations and a clear and complete expression of their thoughts. When compiling cases the following main stages should be taken into account: goal determination, critical selection of situations, preparation of source materials, examination, preparation of training materials on its application.

Bruner (1991) points out value of case method:

- Active learning is used, involves self-discovery.
- Increases the ability to think critically:
- Students make decisions.
- Model the learning environment: achieves trust, respect and risk.
- Stimulates the process of inductive learning from practice:
- Imitates the true world.

The effective use of case technology in the process of teaching a foreign language, first of all, depends on the professional competence of the teacher of a foreign language, that is, it is necessary to master the technique of using such technology. In this technology a teacher is not only a language teacher, but also a mentor who guides the solution of the situation described in the text of the case. On the other hand, there are practically no ready-made teaching materials on this technology. The teacher must prepare case taking into account the level of students' language skills and the level of their cognitive thinking as well. The case study encourages creative thinking and a variety of actions.

The basic concepts used in the case study method are “situation” and “analysis”. The case-study approach involves the use of several types of analytical actions. The case has a source that is an intellectual product which first source is life. Social life with its peculiarities can be a coincidence, the root of the problem. The basis of the case is the education system. It defines the goals and objectives of other methods integrated into the case study method. And the third basis of the case is science, which is used in two methodological areas, i.e. analytical action and a systematic approach, as well as using various scientific methods integrated into the case and the process of its analysis (Figure 2):

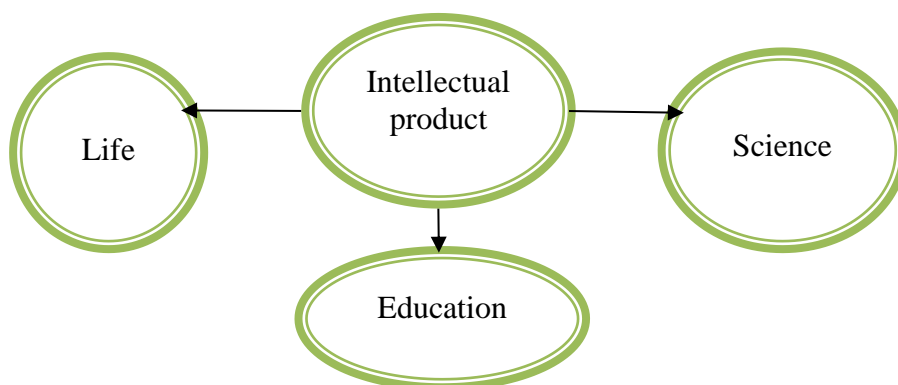


Figure 2 – Intellectual product source

How do we evaluate student contributions? How do we measure critical thinking?

Today, almost all universities are stepping up reforms. Of course, this is a very important step for development. Wedawatta G., Ingirige M., Amaratunga R. suggest adding more communication-related content to the new curriculum, focusing on a case-based approach [10].

Mary A. Lundeberg, Aman Yadov, and others have found that standard tests, etc., are often used in case-based courses to assess learning. Teachers are encouraged to use tests that require open assessment, while Jackson suggests self-assessment, feedback from peers and teachers, or journals.

Esteban and Perez Canado believe that the successful use of the case method depends on two things:

- teacher training;
- features of teaching and learning conditions [11].

Students who are accustomed to the usual methods may find the case frustrating. To ensure balance, the teacher must provide accurate material for reading, writing, listening, and speaking skills. It is also important that the teacher pays attention to the level of English of students, their motivation, the size of the class. For this reason, Mary A. Lundeberg and Aman Yadov believe that the case should correspond to the profile of students.

J. Jackson notes that before choosing a teaching method, the teacher must first consider the learning objectives. If students do not have such skills, they should be included as a learning objective. This means that critical thinking, analysis, synthesis, problem solving, etc. should be mastered using simple teaching methods [12].

Results and Discussion

One of the main and clear advantages of case study method is that it activates the listeners and allows carrying out practical work developing analytical and communicative abilities. This technique also lets the students to face with real situations themselves; consequently, mastering the language is based on real life.

Other advantages of case study technique are:

- using the principles problem learning;
- gaining the skills of solving real problems, gaining the skills of making logical schemes of problem solving, and arguing his/her own opinion;
- gaining the skills of working in a team;
- gaining the skills of making the simplest generalizations and presentations about their work.

Another plus of case study method is the possibility of combination of theory and practice in the best way. Case method contributes to increase the ability of analyzing the situation, to evaluate the alternatives, to select the best version and to plan its implementation.

What is vital to make case study more effective?

We can point out several conditions that make case study technique more effectual:

- a good case;
- certain methods of using case at the lesson.
- a high-quality case must meet the following requirements:
- must meet the aim;
- have an appropriate level of difficulty;
- must be actual to up-to-date;
- illustrate the common situations;
- provoke discussion;
- have several solutions (Figure 3):

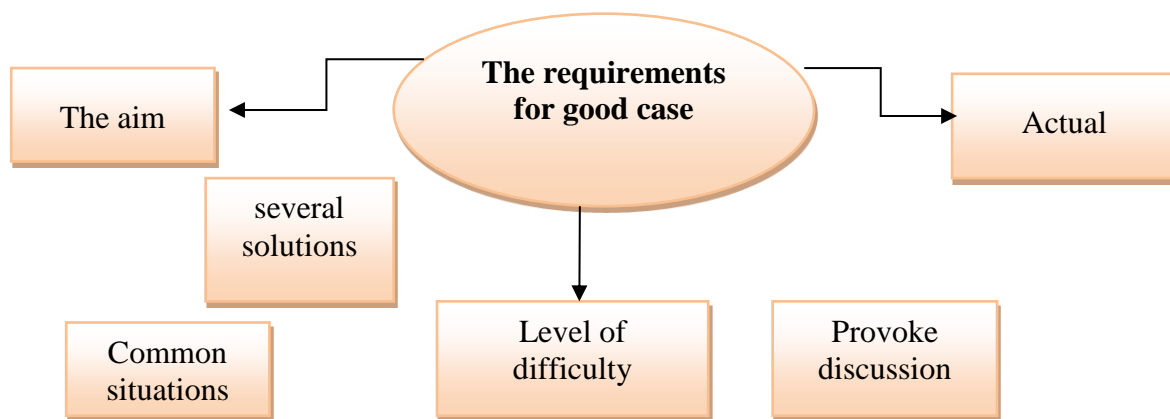


Figure 3 – Good quality case requirements

Fiction, journalism, experience, history, article and internet are considered to be sources of for obtaining a good case study.

What are the case requirements?

After the introduction of this technology in the field of economic education, it is necessary to pay attention to the main requirements for the case in the field of foreign language teaching:

- 1) Content of the case clearly and accurately corresponds to the purpose of drawing up;
- 2) Suitable level of difficulty;
- 3) Having examples from some aspects of the future profession;
- 4) National image;
- 5) Improvement of analytical thinking;
- 6) Aptitude to provoke a discussion;
- 7) Ability to come up with multiple solutions;
- 8) Be in the form of a single set of information that helps to understand the situation;
- 9) A set of questions that motivate you to solve the problem;

10) A well-developed case study is the root for the formation of a certain set of skills or their further development.

Cases prepared in the written form are usually read, learned and discussed. This type of case is the basis of class-led conversation. Case study method is considered to be both special type of educational material and special type of using this material in the educational process. The students should get the reaction of surroundings - other students' reaction and teacher's reaction for their activity they have performed. They need to know that there might be various solutions to the problem. For that reason the teacher should assist the students to argue but not impose their opinion

or point of view on them. From the very beginning the students should realize that they are responsible to take risk of making decisions.

The role of the teacher is giving directions of conversation or discussion with the help of problematic questions, time limit control, involving all the students in case process analysis. Situational method of teaching includes different kinds of methods of teaching, but much attention is paid to stimulation and motivation. Thus, case method a complex system which simple methods such as game method, problem method, and modeling are integrated [13].

We need to remember that case method is for gaining knowledge on subjects (Figure 4). This means that this method is not mastering ready-made knowledge, but it is getting result in the process of teacher-student cooperation. It also means gaining not only knowledge, but also formation of educational work skills.

Teacher selects the appropriate situation. Cases can be of the following elements:

- Completed situation based on facts;
- The situation is not over; so the student makes predictions and makes suggestions and conclusions.
- Fictional situation of the teacher;
- Original documents such as news, letters, reports, etc.;

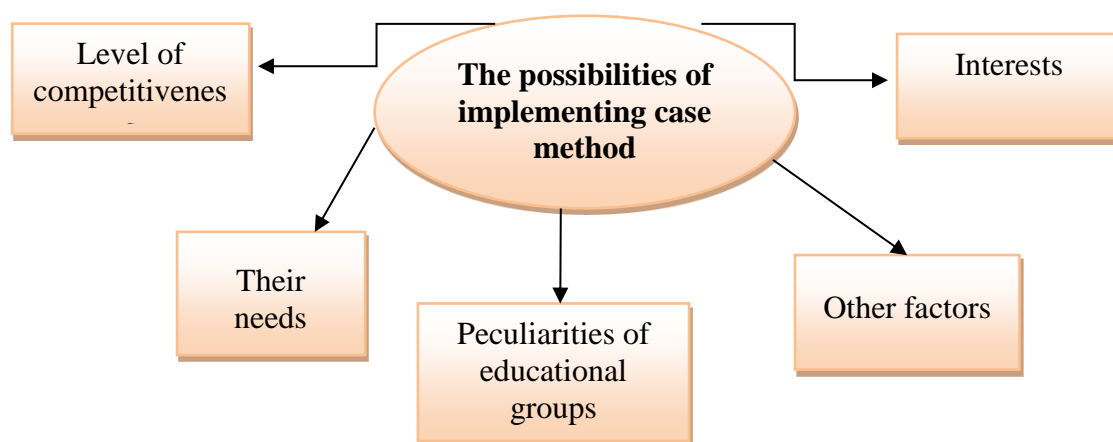


Figure 4 – The prospects of implementing case method

To begin the discussion, think of a hypothetical example or ways to use your students' basic knowledge. Lessons devoted to concrete situation analysis are directed to application and practical use of knowledge, gained as the result of theoretical preparation and also skills and previous experience of the practical activity of the listeners. Case is written description of life of institutions, group of people or individuals who orient listeners to create a problem and find variants for its solution. By the term 'case method' we understand learning a subject through considering a great deal of situations or tasks in certain combinations. Such teaching increases the students understanding and ability to think of the main problems which specialists face in their professional activity. The main point of case study method is that it actualizes certain complex of knowledge that is necessary to master when learning this problem. Moreover, the problem itself has no unambiguous solutions and learning becomes a way of survival.

If in the course of the educational process such technique is used several times then it will result regular skill of solving practical tasks. The problem the case contains does not have an unambiguous solution; the real meaning of this method is that from many alternative variants you choose the reasonable solution and to work out practical model of its realization. The technology of working with case study method is much uncomplicated. It has the following stages:

- students individual work with the case material;
- work in small groups to agree on the key problem and its solutions;
- Presentation of results.

Practically it is beyond the teachers’ power whether they are willing to implement case method. It can be carried out professionally by studying literature or by having training and having educational situations available. However, the peculiarities of educational groups, their interests, level of competitiveness, their needs and other factors should be taken into consideration. These factors distinguish the possibilities to implement case method.

It is important to prepare real situations or imaginary ones and students discuss them, evaluate and express their opinion. So, case method enhances to enlarge individual abilities of student. Therefore, we can point out that case method is innovative technique of teaching which improves oral communication skills of students [14].

In organizing case method much attention should be paid to the following important factors:

1. Students are given texts or tasks prepared beforehand to develop students oral skills;
2. Division of the class into micro groups;
3. Appointing micro group leaders;
4. Sharing opinions with micro group leaders;
5. Teacher acts as an instructor and observer.

In case method teacher organizes the following activities:

- asks questions;
- asks students’ predictions about the task;
- role playing game: student-student;
- student discussion Figure 5:

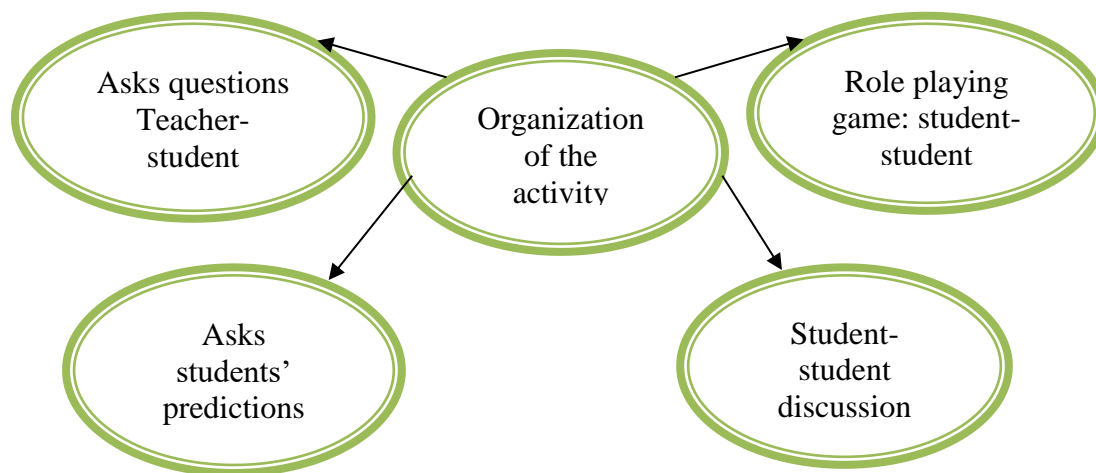


Figure 5 – Activity organization

As case is informative complex that consists of three parts:

- case preparation;
- situations;
- supplementary case tasks;

Sample case study from my own experience:

Case Title: «Social Networking Sites»

Lesson topic: Advantages and disadvantages of Internet in modern life

Subject: English (level C1)

The aim of the case:

- Improving students ' speaking skills;
- Monitor the correct use of collocations in English;

Case:

- Students of the group are divided into 2 small groups.
- Group 1 conducts a statistical study: a list of the most popular social networks, a rating of applications, and a list of useful ones. Uses data and images in the reading text.
- Group 2 identifies economically unprofitable areas. It tells about the negative impact of excessive use of social networks on human health and financial condition.

Both groups come to a common decision, or several decisions are made, sharing conflicting opinions.

How is case different from other techniques?

The case differs from the examples in the textbooks in that it contains information but no analysis. Cases present students with complex issues that contain unfamiliar or unimportant information. In the case, the problem is not divided into specific steps and often there is no single "correct" answer. The case study offers a contextual approach and allows students to apply newly learned material. As students return to the case with new analytical methods, the same general corpus can be used multiple times in the same course. What is important in the case is what theory or concepts should be used by students in the analysis. This means that there is a correspondence between the theory and the application.

What happens in a Case Method classroom?

During the discussion in the classroom, students analyze the information in the case and solve the problem. Discussions can be of many forms, such as teachers ask questions to get detailed information from students or questions to determine their marks/grades, and most teachers use role-playing games as a way to fully integrate students into a case study. However, discussions with teachers help are not effective. In other words, it is ineffective for teachers to be their facilitator or director in this case method. Discussions only between students can be considered the best. Only then can we say that the case method meets the requirements.

Conclusion

To conclude, in case study technology, work with text, performing various exercises, narration, discussion, etc. is carried out. In order to develop students ' cognitive critical thinking skills, you can use generalization, synthesis of information, reaction to various thoughts, and test tasks. Through such tasks, students develop language learning skills. Creative tasks expand students ' oral speech capabilities. It increases the vocabulary and complements the knowledge of written and oral speech. As tasks for fixing the mastered material, tasks for writing essays, messages, and research using the content of the completed grammar, words, and text are given. These tasks create great opportunities for the comprehensive development of the student.

We would like to point out that case study has conquered the leading position in teaching. It is actively used by teachers both in the classroom and out of classroom. This method is considered to be the most efficient techniques of teaching and it enhances the skills of solving typical problems. Furthermore, this method is more potential than the traditional method, as its structure consists of discussion, argument, working in groups and it teaches the students to keep the rules and norms of communication. We have found out that the purpose and result of foreign language education using case-based technology is one of the most effective ways to form intercultural competence of students.

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