

# Case Method As A Phenomenon Of The Formation Of Communicative Competence In The Lessons Of The Russian Language As A Foreign In The Karakalpak Classes

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## Abstract

The article gives the history of the emergence and development of the Case method. The requirements for cases, the advantages and difficulties of using this method in Russian lessons in Karakalpak classes are discussed. The result of the experimental work concludes that the Case-technology contributes to the development of communication skills among schoolchildren and increases the level of competence using the Russian language.

## KEYWORDS

B1 level, Case-study method, communicative competence, case technology, situation, competence, modern lesson, group work

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## 1. Introduction.

One of the important features of modern education is its constant improvement; more and more attention is paid to the development of a multifarious personality, capable of self-esteem, self-development and introspection. In this regard, there is an urgent need to actualize the communicative methodology connected with activation of the process of communication, formation of creative thinking, optimization of intercultural communication. Hence, it is no coincidence that the formation of communicative competence is regarded as a compulsory learning situation in the Russian language classes. The President of the Republic of Uzbekistan Shavkat Mirziyoyev emphasized, that “time itself requires raising all spheres of life to a new level of development, including science, without which it is difficult to solve urgent problems facing society. Comprehensive support of science and scientists is one of the priority tasks of the state”. [1;2]

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 by a person (family member, employee, owner, consumer, etc.). Such skills can be developed using the Case method.

This is a teaching method known as Case-study, a method for analyzing situations. Its essence is that students are asked to comprehend a real life situation, the description of which simultaneously reflects not only any practical problem, but also actualizes a certain set of knowledge that must be learned when solving this problem. Moreover, the problem itself has no unique solutions. [3;2]

The method was first applied at Harvard Business School in 1924. Professors at Harvard Business School quickly realized that there were no textbooks suitable for a graduate program in business. The trainees were given descriptions of a specific situation that a real organization faced in its activities in order to get acquainted with the problem and find a solution on their own and through collective discussion. The case method is

widely used in business education around the world and continues to gain new followers.

A case is a description of a specific real situation, prepared in a specific format and designed to teach students the analysis of different types of information, its generalization, the skills of formulating a problem and developing possible options for its solution in accordance with the established criteria. [5]

With regard to the teaching of the Russian language, no conceptual studies have been carried out yet related to the use of Case technology in teaching Russian as a foreign language at the level B1 in the Republic of Karakalpakstan. The importance of Case technology is indicated in the formation of communication skills and abilities, high-quality knowledge of Russian as a foreign language at the B1 level, enrichment of the spiritual culture of senior students, students of lyceums and colleges.

## 2. Methods.

An experiment carried out on the basis of schools in the city of Nukus (No.1, Academic Lyceum No.1) revealed the advantages and disadvantages of Case technology in teaching Russian as a foreign language to B1 level students in the Republic of Karakalpakstan. It also substantiated the functionality of the Case technology for a better study of Russian as a foreign language by students of level B1 in the Republic of Karakalpakstan.

To test the effectiveness of the developed technology, experimental work was carried out.

As part of the formative experiment, a case study technology was developed, the content of technological blocks, which included the selection and layout of educational material, preparation of audio and handouts. Methods for diagnosing special abilities of students for learning a foreign language were identified and these abilities were diagnosed. Then a course was held on the developed Case-study technology.

The next stage of the experimental work was the pedagogical analysis of the results of the formative experiment on the implementation of the Case technology of teaching Russian as a foreign language to level B1 students.

## 3. Results and discussion.

The results of the work showed that a difficult task for a teacher, requiring erudition, pedagogical skills and time, is the development of a case, i.e. selection of the appropriate real material, which simulates a problem situation and reflects a

complex of knowledge, abilities and skills that students need to master. Cases, usually prepared in written form 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. [5]

The Case also represents a certain role-playing system. The high concentration of roles in the Case leads to the transformation of the Case method into a playful teaching method that combines play with a subtle technology of intellectual development and a total control system. Actions in the Case are either given in the description, and then it is required to comprehend them (consequences, effectiveness), or they must be proposed as a way to solve the problem. Students must solve the problem and get the reaction of others (other students and teachers) to their actions. At the same time, they must understand that various solutions to the problem are possible. Therefore, the teacher should help students to reason, argue, and not impose his opinion on them. Students should understand from the very beginning that the risk of making decisions lies with them; the teacher only explains the consequences of making rash decisions. [7]

The role of the teacher is to direct the conversation or discussion with the help of problematic questions, to control the time of work, to encourage students to abandon superficial thinking, and to involve all students in the group in the process of analyzing 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 activities 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. [7]

The teacher's activity when using the Case method includes two phases. The first phase is a complex creative work on creating a case and questions for its analysis.

However, a well-prepared Case is not enough for an effective lesson. For this, it is also necessary to prepare methodological support, both for independent work of students and for conducting the upcoming lesson. The second phase includes the teacher's activities in the classroom, where he gives opening and closing remarks, organizes small groups and discussions, maintains

a business spirit in the lesson, and evaluates the contribution of students to the analysis of the situation. [5]

When opening a discussion, you need to remember that each lesson has its beginning and its end. The beginning of a discussion is perhaps the only moment when the situation is completely in the hands of the teacher. And so this should be used in the best possible way. Indeed, the general tone, interest and direction of all activities will depend on how the discussion starts.

The presence of disputes, discussions, argumentation in the structure of the Case method quite strongly trains the participants in the discussion, teaches them to observe the rules and rules of communication. The burden on the teacher is even greater, who must be sufficiently emotional throughout the entire learning process, resolve and prevent conflicts, create an environment of cooperation and competition at the same time, and most importantly, ensure the respect for the student's personal rights. [7] For the successful implementation of Case-study ideas, an appropriate material base and technical equipment is required. The purpose of teaching the Russian language within the framework of the basic course is to master the basics of communication by students, in the process of which the upbringing, development and education of the personality of students takes place.

Using the Case method in the classes it is possible to increase interest in the Russian language and literature, to develop the activities of students.

Thus, the introduction of Case technology into the learning process will make it more productive and allow students to organize students' independent work.

#### 4. Conclusions

Summing up the work done, we can highlight the following:

- the majority of students have developed a positive motivation for learning the Russian language;

- the development of intellectual abilities and skills of students is more efficient, the ability to have a creative approach to solving educational problems is formed, speech development is improved;

- the cultural balance is enriched, which allows students to achieve real success in their studies, various competitions, Olympiads.

In classes using Case technology, students show more independence in planning their activities. Choosing ways to solve the assigned tasks, students 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.

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