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METHODOLOGY OF CASE SELECTION FOR TEACHING FOREIGN LANGUAGE SPEECH TO STUDENTS OF NON-LINGUISTIC SPECIALTIES

Abstract: This article discusses the advantages of case technology, as well as its possibilities in the formation of motivation for learning English among students of non-linguistic specialties. To teach future specialists to speak a foreign language, it is advisable to use cases published in foreign language periodicals and create on their basis exercises and tasks of a speech nature in accordance with the requirements of the developed case technology for teaching foreign language communication to students of the linguistic faculty. In the course of the study, the main criteria for the selection of cases for the successful teaching of linguistics students to speak a foreign language are highlighted.

Key words: communicative competence, case method, foreign language speaking, criteria, authenticity.

Language: English

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Introduction

Active informatization of modern society requires changes both in the process of general education and in the higher school education system. The volume of knowledge is constantly increasing, the requirements for specialists of both narrow and wide specialization are changing. Today it is not enough for a specialist to have technical knowledge and skills, to apply them qualitatively and fully in his practical professional activity. It is necessary that he be able to competently operate with the received data, analytical indicators, and most importantly – have a high degree of logical thinking, which would allow him to:

– solve problems of any level of complexity;

– faced with a problem that has no analogues in his previous activity, competently and professionally cope with it;

– constantly develop self-education skills and abilities for professional reorientation.

An English teacher should not only be proficient in the subject, methods and forms of organization of the educational process, but also use modern teaching technologies in his/her work. To date, teachers of the Samarkand State Institute of Foreign Languages actively use the project method, computer modeling, business and role-playing games. Along with them, a method based on the activation of the process of independent decision—making, creative thinking, as well as the motivational and emotional background of

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trainees, the case method, has become increasingly popular.

This method was first developed and tested in the United States of America, namely at the Harvard Business School. Edwin F. Gay, dean of the Harvard School, advised teachers to introduce into the educational process, in addition to traditional classes — lectures and workshops — additional ones held in the form of discussions with students. For the first time, the case method was applied in 1924 while teaching a fairly local professional field - management disciplines. Currently, two classical Case-Study schools coexist — Harvard (American) and Manchester (European). Within the framework of the first school, the purpose of the method is to teach the search for the only correct solution, the second one assumes a multivariate solution to the problem [1].

A case study is a method of teaching, the essence of which is to comprehend, critically analyze and solve specific problems or cases. A case is a description of a situation that has taken place in a particular practice and contains some problem that requires resolution. This is a kind of tool through which a part of real life, a practical situation that needs to be discussed and an informed decision is introduced into the classroom. Cases are usually prepared in writing and are based on real factual material or are close to the real situation. Due to the high concentration of roles in cases, this technology is close to game methods and problem-based learning.

The case is formed from the general problems of the task, the relevance and the need to solve similar problems in the field of their activities. Initially, the case method began to be used in law, where real cases from legal practice were taken, and students showed an individual approach to solving the problem. Thus, the case method includes specially prepared training materials and a special technology for using these materials in the educational process.

This method involves the following stages:

- a case developed by a teacher from practice (official activity);
- independent acquaintance with the case of trainees (possible discussion in subgroups);
- development of a solution to the case by trainees;
- discussion of the proposed solution together with the teacher, and the discussion process is sometimes more important than the decision itself.

If we consider case technologies in the broadest aspect, then we can say that the task of the teacher is to teach the student:

- 1) analyze and sort information;
- 2) identify key issues;
- 3) generate and evaluate alternative solutions;
- 4) choose the optimal solution, justify it and form an action program;
- 5) develop communication and management skills that allow effective interaction in a team;

6) develop expert skills and abilities.

There is a problem in the case itself in one form or another. The problem is a contradiction between the need for any actions and insufficient conditions for their implementation. The formulation of the problem presupposes the definition of this contradiction.

But even if we identify contradictions, we do not fully define the problem, for this it is necessary to highlight its main components:

- 1) the internal foundations of the problem (why it arose);
- 2) requirements for the methods of its resolution;
- 3) conditions for the occurrence and solution of the problem;
- 4) the activity of the staff to solve the problem, depending on the work performed and job responsibilities.

The case method is complex and allows to implement all types of speech activity: reading, speaking, writing, listening. Students have a real opportunity to communicate in a foreign language in the process of interacting with other group members and the teacher.

The solution of cases is recommended to be carried out in 5 stages:

The first stage is familiarization with the situation, its features;

The second stage is the identification of the main problem (main problems), the identification of factors and personalities that can really affect;

The third stage is the proposal of concepts or topics for brainstorming;

The fourth stage is the analysis of the consequences of making a decision;

The fifth stage is the solution of the case — the proposal of one or more options (sequence of actions), an indication of the possible occurrence of problems, mechanisms for their prevention and solution [2, 258].

Currently, the case technology is actively used by the teachers of our institute in the process of teaching English to students of language specialties.

As the results of an experiment conducted with first-year students of the linguistic faculty of the specialty "Joint educational programs" have shown, both the activity approach and speech interaction are best implemented through case technologies. Students were asked to solve structured mini-cases selected from such authentic sources as European Psychologist, Acta Psychologica. The students reacted positively to the Case Study, and in the process of using it in their activities, they managed to achieve certain results:

1. The control of oral and written speech showed that the students' vocabulary increased;
2. The motivation of students to learn English has increased;
3. More and more students understand the practical importance of the ability to communicate in English.

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However, in the process of working on the use of case technology, the problem arose of selecting cases suitable for teaching future linguists to speak a foreign language. There is no shortage of publications in print and electronic publications of cases that have occurred and described in various world centers of linguistic assistance. The abundance of this kind of information dictates the need to determine the criteria for the selection of cases with sufficient linguistic and didactic potential. During the application of the case study method, it was found that it is advisable to use cases that meet such criteria as authenticity, compliance with program requirements, information capacity, language accessibility, and problematic nature for teaching linguists to speak a foreign language. Let's consider these criteria in more detail.

1. Authenticity of the case content. Despite the fact that the vast majority of publications on linguistics in print and electronic publications of the world are in English, not all of them are written by native English speakers. We are primarily interested in authentic speech material as a basis for teaching speaking.

2. Compliance of the content of the case with the curriculum of the discipline. Only in this case the case can be organically integrated into the educational process and contribute to the achievement of educational and practical goals of training future linguists.

3. The informational feasibility of the case, achieved by matching the information contained in the case to the level of students' knowledge in the field of science being studied (in our case, linguistics). It should be borne in mind that a foreign language is taught to students of the linguistic faculty only in all courses along with specialized disciplines, and students have a complete understanding of the various tasks and possibilities of their solution. However, already at this stage of training, students have a sufficient level of knowledge in such subjects as, for example, philology, linguistics, phonetics, grammar,

which gives them the opportunity to participate in the discussion of cases corresponding to their level of professional awareness.

4. Language accessibility, which assumes that the cases intended for teaching foreign language speaking correspond to the level of language training of students. It should be noted that the grammatical material used in English-language cases, as a rule, does not go beyond the framework of the general secondary education program. On the contrary, the lexical content of cases can cause certain difficulties of understanding due to the abundance of terms. It is permissible to have terminological vocabulary that students can semanticize independently, however, the designated phenomenon should be familiar to students in accordance with the criterion of informational feasibility.

5. The problematic nature of the case is a necessary condition for motivating students to speak. The histories of linguistic science published in English newspapers and journals on linguistics are always complete, i.e. they include mandatory parts for publication: information about the language, a description of the problem itself, research data, study, outcome, discussion and conclusions. Of course, the case is of professional interest, but it does not contain a problem for discussion. The task of the teacher is to highlight the problem in the existing case, keeping in mind the requirement of informational feasibility. This means that first-year students, not having a sufficient level of professional knowledge, are not yet able to establish an accurate analysis, more or less accurately predict the outcome of the problem. However, they can already assume the cause of this problem, determine the risk factor or make a decision from a moral and ethical point of view.

To conclude, the cases for teaching students of the linguistic faculty to speak a foreign language have the necessary linguistic and didactic potential if they meet all the above criteria.

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