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## **CASE STUDIES IN ENGLISH LANGUAGE LEARNING**

The article is dedicated to the analysis of the application of the case studies method, which for a rather long period of time has been used for teaching business, managers, lawyers, doctors and in the sphere of social sciences, for teaching English language, with the aim of defining to what extent students use the material learned previously, in real situations. At the present stage of the development of higher education, one of the most pressing problems requiring new solutions is the need for a qualitative improvement in the knowledge of the English language of students. Successful mastering of a foreign language today is a necessary prerequisite for obtaining interesting work in the country and abroad, strengthening friendship with representatives of different countries, continuing education in international higher education institutions and professional growth in the chosen field of specialization. Teachers of English need to develop and use new approaches and technologies aimed at increasing the motivation of students, and, accordingly, the level of language proficiency. And active teaching methods meet these requirements, as their essence lies in the interest of students, making it an active participant in the educational process. The modern teacher should not only perfectly master the subject, methods, means and forms of the organization of the educational process, but also he must apply modern teaching technologies in his work. Recently, the method of projects, business games and case study are actively used in higher educational institutions. Case method can be successfully used in foreign language classes, since this method is complex and contains all kinds of speech activity: reading, speaking, writing, listening.

**Key words:** English language, higher school, innovation training methods, case studies method.

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### **Ағылшын тілін оқытудағы кейстер**

Мақалада бизнес жүргізу, менеджмент, заң, медицина және әлеуметтік ғылымдарды оқытуда көптен бері қолданылған, нақты жағдайларда оқитын материалдарды қалай пайдаланатындығын анықтау үшін ағылшын тілін үйрету үшін қолданылған мысалдардың әдістерін талдауға арналған. Жоғары білім беруді дамытудың қазіргі кезеңінде жаңа шешімдерді талап ететін ең өзекті мәселелердің бірі – студенттердің ағылшын тілін білу сапасын жақсарту қажеттілігі. Шет тілін сәтті меңгеру елімізде және шетелде қызықты жұмыстарды алудың, әртүрлі елдердің өкілдерімен достық қарым-қатынасты нығайтуға, халықаралық жоғары оқу орындарында үздіксіз білім алуына және таңдалған мамандандырылған саладағы кәсіби өсуге қажетті алғышарт болып табылады. Ағылшын тілі мұғалімдері студенттердің ынталандырылуын арттыруға бағытталған жаңа тәсілдер мен технологияларды әзірлеуге және қолдануға, сәйкесінше, тіл білу деңгейін арттыруға тиіс. Оқытудың белсенді әдістері осы талаптарға сәйкес келеді, өйткені олардың мәні студенттердің қызығушылығын тудырады және оны оқу үдерісіне белсене қатысады. Қазіргі заманғы мұғалім білім беру үрдісін ұйымдастырудың пәнін, әдістерін, құралдарын және формаларын жетік меңгеріп қана қоймай, сонымен қатар өз жұмысында заманауи оқыту технологияларын қолдануы тиіс. Жоғары оқу орындарында жобалар, бизнес-ойындар және кейстерді зерттеу әдісі белсенді қолданылады. Осы әдіс шет тілдер сабақтарында сәтті қолданылуы мүмкін, себебі бұл әдіс күрделі және сөйлеу әрекетінің барлық түрлерін қамтиды: оқу, сөйлеу, жазу, тыңдау.

**Түйін сөздер:** ағылшын тілі, жоғары мектеп, инновациялық оқыту әдістері, кейс стади әдісі.

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### Кейс-стади в изучении английского языка

Статья посвящена анализу использования метода case studies, который уже довольно долгое время используется при обучении бизнесу, менеджменту, юриспруденции, медицине и в сфере социальных наук, английскому языку с целью определить, насколько студенты используют изученный материал в реальных ситуациях. На современном этапе развития высшего образования одной из наиболее актуальных проблем, требующих новых путей решения, является необходимость качественного улучшения знания английского языка студентов. Успешное овладение иностранным языком сегодня – это необходимая предпосылка для получения интересной работы в стране и за рубежом, укрепления дружбы с представителями различных стран, для продолжения обучения в международных высших учебных заведениях и профессионального роста в избранной области специализации. Преподавателям английского языка необходимо разрабатывать и использовать новые подходы и технологии, нацеленные на повышение мотивации студентов, а соответственно и уровня владения языком. И активные методы обучения отвечают этим требованиям, так как суть их заключается в том, чтобы заинтересовать студентов, сделать его активным участником образовательного процесса. Современный преподаватель должен не только в совершенстве владеть предметом, методами, средствами и формами организации учебного процесса, но также он должен применять в своей работе и современные технологии обучения. В последнее время в высших учебных заведениях активно применяются метод проектов, деловые игры и case study. Кейс-метод может быть успешно использован на занятиях по иностранному языку, поскольку данный метод комплексный и содержит все виды речевой деятельности: чтение, говорение, письмо, аудирование.

**Ключевые слова:** английский язык, высшая школа, инновационные методы обучения, метод кейс-стади.

### Introduction

At the present stage of the development of higher education, one of the most pressing problems requiring new solutions is the need for a qualitative improvement in the knowledge of the English language of students. Successful mastering of a foreign language today is a necessary prerequisite for obtaining interesting work in the country and abroad, strengthening friendship with representatives of different countries, continuing education in international higher education institutions and professional growth in the chosen field of specialization.

Teachers of English need to develop and use new approaches and technologies aimed at increasing the motivation of students and the level of language proficiency. Active teaching methods meet these requirements, as their essence lies in the interest of students, making it an active participant in the educational process. Nowadays students are interested in acquiring English proficiency. The case study method is an active learning method, which requires participation and involvement from the student in the classroom.

The purpose of the article is to analyze the possibility of using case technology in English lessons. Objectives: to study the history of the emergence of case technology; to study methods of case-technol-

ogy; to analyze the application of methods of case-technology on the fragments of lessons; Object: the process of forming the communicative competence of students in the teaching of English.

### Experiments

Case-study technology as a means of developing the communicative competence of students in teaching of English. A modern teacher should not only perfectly master the subject, methods, means and forms of the organization of the educational process, but also he must apply modern teaching technologies in his/her work. Recently, the method of projects, business games and case study are actively used in higher educational institutions. The homeland of case-study method is the United States of America, namely the Harvard Business School. In 1910, the Dean of the Harvard Business School advised teachers to introduce in the educational process in addition to traditional classes – lectures and workshops – additional, held in the form of discussions with students. This method is very popular in the west.

In the social sciences and life sciences, a case study is a research method involving an up-close, in-depth, and detailed examination of a subject of study (the case), as well as its related contextual conditions [1].

In the scientific literature, you can find various definitions of the method of case-study, and there are different appellations for this method. Thus, A.P. Panfilova considers the method of situational training and how its method distinguishes the method of case analysis [2]. TN. Gorbatova and S.V. Rybushkin notes: «In the absence of a language environment, this method provides a real opportunity to use active oral practice, which is necessary for future specialists to form a professional communicative competence in a foreign language» [3]. M.V. Zolotova believes that «this method is an integrated professional approach that develops the skills of reading, speaking and listening» [4].

Case-method is a method of active learning based on real situations. The term «case-method», «case-technology» means:

- the description of a specific practical situation, the methodical reception of training on the principle of «from typical situations, examples – to the rule, and not vice versa», assumes an active method of instruction based on the examination of specific (real) situations from the practice of the future activity of students, use of the situational learning methodology «case study»;

- a set of specially developed teaching materials on various media (printed, audio, video and electronic materials) issued to students (students) for independent work.

The advantage of cases is the ability to optimally combine theory and practice, which seems to be quite important in the training of a specialist. The case method promotes the development of the ability to analyze situations, evaluate alternatives, choose the best option and plan its implementation. And if during the training cycle such an approach is applied repeatedly, the trainee develops a stable skill in solving practical problems. The majority of scholars affirm that students can learn more effectively when actively involved in the learning process [6, 7, 8, 9, 12, 13]. The case study approach is one way in which such active learning strategies can be performed in technical universities. There exist a number of definitions for the term «case study». As many researchers we define «case study» as student-centred activities based on description of an actual situation, commonly involving a decision, a challenge, an opportunity, a problem or an issue faced by a person or persons in an organization [8, 13, 17, 20]. An important point to be emphasized here is that a case is not a problem. A problem usually has a unique, correct solution. A decision-maker faced with the situation described in a case can choose between several alternative courses of action, and each of these alternatives may plausibly

be supported by a logical argument. Undoubtedly, case studies are an increasingly popular form of teaching and have an important role in developing skills and abilities in students.

Why Use Cases? Many students are more inductive than deductive reasoners, which means that they learn better from examples than from logical development starting with basic principles. The use of case studies can therefore be a very effective classroom technique [8].

## Results and discussion

One of the new forms of effective learning technologies is problem-situational learning using case studies. The introduction of study cases into the practice of education is currently a very urgent task. Cases in foreign language lessons can be used to complete the study of the topic, giving students the opportunity to use lexico-grammatical material in their speech.

Increases the level of knowledge of a foreign language in general.

The use of terms and their understanding is more effective than simply memorizing them, as it requires the ability to use them.

Develops creative thinking, forcing to think in language.

Develops presentation skills (ability to present his work in a foreign language).

Develops to formulate various types of questions.

Develops the ability to conduct a discussion, argue the answers, which contributes to the development of speech without reliance on the finished text. We use the case for description of a concrete real situation (Education in Master's degree in Kazakhstan and abroad, What motivates you? etc.), prepared in a specific format and designed to teach students the analysis of different types of information, its generalization, the skills of formulating the problem and developing possible solutions to it in accordance with established criteria.

Organization of training on the basis of the method of concrete situations

1. Preparatory stage (before classes start).

The purpose of the stage: to specify goals and develop a specific situation and course of the session.

2. Introductory stage (during the lesson)

The purpose of the stage: involvement in the analysis of the real situation, the choice of the optimal form of presenting the material for review.

3. Analytical stage (the beginning of the discussion of the case).

The purpose of the stage: to analyze the case in the group and to work out a solution.

4. The final stage (presentation of group decisions).

After class. Evaluates the work of student.

Students prepare a presentation on a given topic and they are given instructions:

1. You will have to choose 2 countries and do research on the given theme.

2. Use any materials available in libraries and the Internet. Do not forget to make a list of references.

3. Prepare a presentation based on your research findings showing the similarities and differences of two countries' in terms of education systems or motivating work. The work can be done individually.

4. Prepare a 3 – 5 minute presentation and presenters will report to the whole class.

5. Presenters should show the results of their study in the Power Point.

6. Students in the class are welcome to ask questions and involve in the discussion related to the topic under study.

Evaluation criteria:

1. <i>Assessment scale</i>	Number of points	
	Max	Yours
1) Content / critical analysis with special emphasis on organizational behavior, values, beliefs, norms, and communication patterns	4	
2) Language accuracy / organization, time/ time usage vocabulary, versatile grammar, intelligible pronunciation, fluency	2	
3) Visual support / graphs, charts, logo, letterhead, pictures, photos where possible	2	
4) List of references	1	
5) Time management, body language, interaction with audience and overall impression	1	
Overall	10	

## Conclusion

In conclusion we would like to say that the use of case studies is very useful and helpful in teaching. A major advantage of teaching with case studies is that the students are actively engaged in figuring out the principles by abstracting from the examples. This develops their skills in:

1. Problem solving

2. Analytical tools, quantitative and/or qualitative, depending on the case

3. Decision making in complex situations

Case studies can be especially effective if they are paired with a reading assignment that introduces/ explains a concept or analytical method that applies to the case.

The amount of emphasis placed on the use of the reading during the case discussion depends on the complexity of the concept or method. Case studies allow students to see real-life examples of issues in a classroom situation. In other words, the use of a case study allows the student to see how organizations operate and avoids the need for them to have to visit or work in an organization which is often impossible or time consuming. Case-method, can be successfully used in foreign language classes, since this method is complex and contains all kinds of speech activity: reading, speaking, writing, listening. Students have a real opportunity to communicate in a foreign language in the process of interaction with other group members and the teacher. The success of the case method depends on three main components: the quality of the case, the preparedness of the students and the readiness of the teacher himself to organize the case and conduct the discussion.

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