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## THE FORMATION OF THE INTERCULTURAL COMMUNICATION SKILLS OF STUDENTS THROUGH THE CASE METHOD

The article deals with the formation of intercultural communication skills of students through the case method. It states that language case study is used to develop a communicative language teaching. The aims of the language case study are considered be the following: 1) to improve language teaching at secondary and university level by introducing a task-oriented approach; 2) to develop teacher training models including authentic teaching material for use in the classroom, etc. The article analyzes some opinions of the teachers' about the steps of the language case study. It states that case studies use authentic material taken from print media. The author touches upon the importance of using audio and video material in teaching a foreign language. The article highlights that language case studies do not constitute a language course on their own, but may be integrated into a language course. The language case method is used to be as a tool to help learners use the language in a nearly authentic situation. The students are invited to express their opinions on a specific topic to which no single solution exists. The language case study tasks have been introduced by the author in the article. It clarifies the importance of using case method in a foreign language teaching.

Many people tend to speak English around the world nowadays. Speaking English may connect people belonging to different society; it also helps to connect people belonging to different cultures and civility. It means that using English can also be able to normalize the people's relationship in the world such as people around the world are noticed to communicate speaking English. While communicating English, speakers have to keep their relationships from various cultures and communities.

Besides the mentioned facts, English is known to be taught for advanced levels in different language institutions. The English language is used to be trained for professional purposes in these institutions. English is needed to be taught in order to give some achievements for students to get language skills such as reading, writing, speaking and listening. The attention is needed to be paid attention to the fact that oral speech in a foreign language is noticed to be studied remains an unresolved issue, both methodologically and linguistically. The problem of teaching oral speech in a foreign language in various education schools is known to be one of the important points of the science of foreign language teaching methodology.

**Key words:** case method, intercultural, communication, formation, English, foreign.

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### Кейс әдісі негізінде студенттердің мәдениаралық қарым-қатынас дағдыларын қалыптастыру

Мақала кейс әдісін қолдана отырып, студенттердің мәдениаралық қарым-қатынас дағдыларын қалыптастыруға арналған. Онда белгілі бір тілді оқыту коммуникативті тілдік оқытуды дамыту үшін қолданылатындығы айтылған. Тілдерді оқытудың міндеттері: 1) бағытталған тәсілді енгізу арқылы орта және жоғары оқу орындарында тілдерді оқытуды жетілдіру; 2) мұғалімдерді оқытудың үлгілерін, оның ішінде сыныпта қолдануға арналған шынайы оқу материалдарын және т.б. Мақалада мұғалімдердің тілді оқыту кезеңдері туралы кейбір пікірлері талданған. Мақалада тілдік тақырыптық зерттеулер тілдер курсына құра алмайтындығы, оны тілдік курстарға біріктіруге болатындығы баса айтылған. Тілдік мысал әдісі білім алушыларға тілді шынайы жағдайда қолдануға көмектеседі. Студенттерге белгілі бір шешімге келмейтін нақты тақырып бойынша өз пікірін айту ұсынылады. Тілді үйренуге арналған тапсырмаларды автор мақалада ұсынады. Бұл шетел тілін оқытуда кейс әдісін қолданудың маңыздылығын түсіндіреді. Мақалада көптеген педагогикалық дереккөздер қолданылады. Ағылшын тілі бүкіл әлемде жаһандық тіл екені белгілі. Бұл әр түрлі халықтарды, өркениеттер мен мәдениеттерді біріктіретін тіл. Осы тұрғыдан алғанда, ағылшын тіліндегі қарым-қатынас әлемдегі адамдардың әртүрлі қарым-

катынастарын реттейтін мінез-құлықтың тамаша түріне айналды, сонымен бірге, бұл олар қарым-қатынасқа түскенде және адамдардың бірлескен іс-әрекеттері негізінде әртүрлі мәдениеттерді қалыптастырудың тәсілі, құралына айналды. Ағылшын тілі кәсіптік мақсатта оқытылатын жоғары оқу орындарының басты міндеттерінің бірі – қарым-қатынас құзыреттілігі бар, өз кәсібін жетік білетін және күн талабына сай келетін кәсіби деңгейі жоғары оқытушылар құрамын даярлау. Өздеріңіз білетіндей, жаһандану дәуірінде ағылшын тілін оқытудың басты мақсаты – игерілген тілді функционалды, еркін және шығармашылықпен қолдана отырып, коммуникативтік дағдыларды игеру қабілеті. Қазіргі кезде зерттеліп жатқан шет тіліндегі ауызекі сөйлеу мәселесі әдістемелік тұрғыдан да, лингвистикалық тұрғыдан да шешімін таппай отырғанын ескеру қажет. Университеттерде шет тілінде ауызекі сөйлеуді оқыту проблемасы шет тілін оқыту әдістемесі ғылымының өзекті мәселелерінің бірі болып табылады.

**Түйін сөздер:** кейс-әдіс, мәдениаралық, қарым-қатынас, білім беру, ағылшын тілі, шет тілі.

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### **Формирование навыков межкультурной коммуникации учащихся методом кейса**

Статья посвящена формированию у студентов межкультурных навыков общения кейс-методом. В нем говорится, что изучение языка используется для развития коммуникативного языкового обучения. Цели для изучения языка: 1) улучшить преподавание языка на уровне средней школы и университета путем внедрения целенаправленного подхода; 2) разработать модели подготовки учителей, включая аутентичные учебные материалы для использования в классе и т.д. В статье анализируются некоторые мнения учителей об этапах изучения языка. В статье подчеркивается, что тематические исследования языка не представляют собой языковой курс сами по себе, но могут быть интегрированы в языковой курс. Метод языкового примера используется, чтобы помочь учащимся использовать язык в почти аутентичной ситуации. Студентам предлагается высказать свое мнение по конкретной теме, для которой не существует единого решения. Задания по изучению языка представлены автором в статье. Это разъясняет важность использования кейс-метода в обучении иностранному языку. В статье использованы различные педагогические источники.

Английский, как известно, является глобальным языком во всем мире. Это язык, который объединяет разные народы, цивилизации и культуры. С этой точки зрения общение на английском языке стало прекрасной формой поведения, которая регулирует различные человеческие отношения в мире, и в то же время стало способом, средством обмена знаниями и формирования новых культур на основе совместной деятельности людей.

Одной из основных задач высших учебных заведений, где английский преподают в профессиональных целях, является подготовка высокопрофессиональных педагогических кадров, обладающих компетентностью в общении, хорошо разбирающихся в своей профессии и отвечающих требованиям дня. Как известно, в эпоху глобализации основная цель преподавания английского языка заключается в том, чтобы приобрести способность приобретать коммуникативные навыки, используя изученный язык функционально, свободно и творчески. Следует отметить, что проблема устной речи на изучаемом в настоящее время иностранном языке остается нерешенной как методологически, так и лингвистически. Проблема преподавания устной речи на иностранном языке в вузах является одной из актуальных проблем науки методики преподавания иностранного языка.

**Ключевые слова:** кейс-метод, межкультурный, общение, образование, английский, иностранный.

## **Introduction**

Speaking of teaching English as a specialty language, it should be noted that, unlike the lower courses, whose main goal is to develop advanced language and speech skills, the teaching and learning of the language in the upper courses should focus on the development and improvement of pre-acquired knowledge and skills.

There is a growing interest in teaching oral communication in a foreign language. Given the role of English as the main language of communication at the global level, it is especially important for students studying English in private universities to develop the ability to use that language adequately and correctly in oral communication. This, in turn, determines the importance and relevance of the research.

The development of oral skills in a foreign language studied in the senior courses of higher education allows us to consider this problem relevant and the importance of understanding the situation, scientific analysis of the problem of formation of oral skills in both linguo-didactic and methodological plan and oral speech in senior courses dictates the application of the development of a scientifically based system of teaching.

Poor usage of English in communication, incorrect definition of the role of teachers and students, lack of motivation of students in the process of oral speech, difficulties encountered in textbooks on the application of communicative exercises and activities, etc. Obstacles such as the failure to achieve the expected results have not been adequately addressed. However, the development of students' intercultural communication skills through various methods, especially through the case method, is an indicator of successful results in this direction.

The linguistic approach to the development of intercultural communication skills of foreign language students through the case method requires, first of all, the study of language. It should be noted that the language-speech theory of F. de Saussure, the founder of structuralism, which is characterized by an immanent approach to language learning, is based on the claim of N. Chomsky's theory of language competence and language development (performance) (Сосюр, 1977: 15). Linguistics, rhetoric, psychology, sociology, etc. The integration of the achievements of science in the direction of creating a general theory of communication is a peculiarity of the current stage of the humanities, at the heart of which is the problem of interaction at the level of language, personality, society and culture. Language plays a main role in solving the problem of interaction in the framework of integrative research, because it (language) acts as a mediator in all integrative processes. At the same time, the approach to language itself is changing radically, ie in recent years there has been an increase in the researcher's interest in the study of language in the socio-cultural context at the linguistic level. Different types of language are already of interest, which is related to the "anthropological turn" in linguistic research. Learning a language is also the key to learning a person, a society, a world, etc.

According to the principle of anthropocentrism, a man is the point of reference in the analysis of language. Intensive study of language in various sciences and taking it as the methodological basis of scientific analysis allows us to talk about its linguistic transformation. As a result, the object of

research, the systems of descriptive coordinates change: the text began to be studied in relation to extralinguistic factors, the mechanism and processes of text formation became the object of research. The Russian scientist E.S. Kubryakova wrote that language was believed to be taught without any grammar or syntax (Кубрякова, 2000: 10). According to V.I. Karasik, speaking about the priority of the role of socio-cultural context in language comprehension is necessary to paid attention to. He wrote about it that learning a foreign language could be meant to be an incorporative branch of knowledge that is placed at the different sections of linguistics, sociology, psychology, ethnography, semiotics, etc. (Карасик, 2002: 276). The linguistic description of the speaker's language behavior in the communicative act, the issues of verbal interaction in different speech situations, discourse genres, etc. are already on the agenda of linguistics that is beginning to take place. According to E.V. Paducheva, speech acts, reference theory, in general, are enriched with pragmatics; and linguistic semantics plays its role in developing rules for interpreting different types of texts (Падучева, 1996: 219). According to Karasik, the study of language acts as the subject of human speech (speaker), consciousness, the subject of language identity (Карасик, 2007: 156). Under these conditions, the concept of communication itself undergoes significant changes. Thus, the understanding of communication as the main link between society, the transmission of information and the transmission of knowledge (transmission model) has its place in a broader understanding of this phenomenon – the symbolic formation of the identity of informants, their social connections and relationships, feelings and thoughts, social realities, etc. gives its understanding as a process of formation of ability (Craig, 2001: 125-137). This model emphasizes the importance of the role of communication in the formation of a human.

### Experiment

Despite the important reforms, a number of problems remain. In the modern world, where the processes of globalization are developing, the relations between different states and their peoples are expanding year by year and becoming more and more complicated. Training of specialists who meet the requirements of the day involves specialists who can integrate into the international arena. Good knowledge of the culture of the people learning the language is a guarantee of successful mastery of the language and mutual understanding with other

cultures. Young people of today must have creative thinking, deep knowledge and skills in various fields, increase their professionalism through the effective use of professional communication. Today, English should be accepted not only as a general subject, but also as a basic course, because mastering the language ensures personal and professional development of the student.

Analysis of work experience in existing higher education institutions and graduates of different faculties show that the level of intercultural communication skills in English is much lower than required. While they have some knowledge of the system and structural features of the language, most graduates do not have the necessary level of ability to express their thoughts and ideas freely through the foreign language being taught. In this regard, it is noteworthy that while in existing programs and textbooks the main requirement is to master the language for communicative purposes, the communicative competence of university students does not meet today's requirements.

Due to the low level of students' communicative skills in the language taught, including English, intercultural communication skills, and the fact that the education system does not meet the requirements of the day, there is a great need for radical changes. However, the problem of professional organization of the process of reading, writing, speaking and listening comprehension, which are the main types of speech activities, is of particular importance for the training of communicatively competent specialists in language learning. It should be noted that the interactive organization of work aimed at inculcating professional skills in the language taught to students and the integrative inclusion of the language in the teaching system is more effective through the case method. Learning the language in non-traditional ways meets the requirements of the day. The role of the case method is invaluable for participation in intercultural dialogues and debates.

Modern trends in intercultural education and the free choice of curricula and resources for the development of intercultural competence of students in higher education require the use of active and innovative teaching methods based on a results-oriented competent approach (Алмазова, 2007: 55).

Changes in society have led to a change in the purpose of education, which has led to the use of the case method in the teaching of foreign languages. The ability of the case method to activate the learning process and act as a means of expanding students' cognitive abilities allows it to be used as an innovative didactic tool in a number of areas.

It should be noted that the name of intercultural competence means the ability to realize oneself in the framework of 'intercultural dialogue' (Сысоев, 2003: 42).

The development of students' intercultural communication skills through the case method puts a great responsibility on teachers. G.Huseynzadeh writes in this regard: "The need for teachers is growing during this process. Teachers must be able to bring the language culture and the country of the language learned to the audience. The teacher must have knowledge of the culture of his country and all English-speaking cultures. The teacher must also be willing to share his knowledge with students" (Hüseynzadə, 2009: 220).

The analysis of theoretical sources on the study of conceptual models of intercultural competence reveals its components – "knowledge, skills and habits, rules and understanding, etc., necessary for a person to interact effectively and appropriately with the carrier of another culture" (Deardorff, 2006: 241-266).

One of the urgent tasks of foreign language teaching methodology is the development and intensification of methods and rules of the teaching process in the development of skills and habits of students in everyday and business communication. L.E.Alekseyeva stated that in professionally oriented communication there was observed a change in the direction of teaching foreign languages – from reading to speech, in a broad sense, in professional situations to communicate in a foreign language (Алексеева, 2002: 16).

The technology of the case method was first developed in 1870 and applied in 1910 in the teaching of economics and business sciences at Harvard University (Almagro, 2004: 137). Currently, two classic case methods operate in parallel: Harvard (American) and Manchester (Europe). American cases are large (20-25 pages of text, 8-10 pages of illustrations), while European cases are 1.5-2 times smaller. In addition, while the former require a single correct answer, the latter allow for a variable solution to the problem.

Initially developed in the American business school, the method of solving situational tasks is now in the process of intensive development in the field of education, sociology and economics. The case method was widely used in world education practice in 1970-80. The case method, which has been used in Russia since the 1990s, has led to fundamental changes in the training of specialists in all fields. In other words, as B.E.Andyusev noted, "there is a serious need for specialists who are able

to work in a team, prone to innovation, able to work critically and flexibly with a wide range of information" (Андюсев, 2010: 61].

One of the main ways to increase the effectiveness of the formation of skills and habits of professional communication is communication based on the real situation (i.e., the method of situation analysis or case-method), which has become widespread in recent years in the teaching of foreign languages. The case method is an interactive learning method used to solve educational problems. Case is an analysis of a situation or a specific event, a business game. It can also be called the technology of analysis of specific situations.

It is necessary to stress that the problem of developing technology for the development of competencies in students through cases still exists nowadays, because in most universities around the world, the training of managers, mainly in economics, began only in the 70-80s of last century.

Cases are known to be true events that usually take place in one area of activity and are described by the authors in order to create a discussion in the classroom. The use of the case-method in the teaching of English, depending on the nature of the subject, can be used to form in students the necessary knowledge and skills in one form or another of speaking in a foreign language as well as to create linguistic competence at a certain standard and program level.

If a foreign language as an element of culture operates within a certain culture, then the role of the case method in the formation of students' competence in local lore can also be discussed. In order to develop communicative competence in a non-linguistic environment, ways should be explored to engage students in active cultural dialogue so that they can understand the specifics of English language activity in a culture that is new to them. The main idea of such an approach to the teaching of foreign languages is to form in students active thinking activities that require them to master certain language tools for the expression of ideas.

As a result of changes in external and internal conditions, the implementation of reforms in the education system of Azerbaijan and its purpose is reflected in the teaching of foreign languages. Going beyond the subject of teaching, a foreign language becomes a means of forming a professionally important quality for a specialist preparing for future activities. Training in communication in a foreign language, on the one hand, should be based on the tasks that the learner will face in his professional activity, on the other hand, students should be active,

enterprising, independent, agree with their peers, protect the right to personal opinion, etc. should be able to demonstrate their qualities.

Modern trends in the teaching of communication in a foreign language reflect the need of society for highly qualified professionals with the ability to fully participate in intercultural communication. The expansion of international relations and intercultural ties requires future professionals not only to have knowledge and skills of foreign languages, but also to be able to communicate with representatives of other linguistic societies. In this case, the professional qualities of a foreign language are the main tool capable of forming a multicultural consciousness that provides adequate interaction with a representative of another culture.

### Results and discussion

We conducted a survey among English language students and English language teachers to observe the development of students' intercultural communication skills through the case method.

Research also shows that the development of problems in the formation of intercultural communicative competence in students in specialized higher education institutions is due to the fact that the real process of intercultural communication requires not only a high level of communicative and professional competence. In order to participate in intercultural dialogue, they must be able to independently reflexively master new models of professional behavior, make informed (collective) decisions based on an in-depth analysis of the mother and other professional concepts in a complex professional problem situation.

Case-method or method of concrete situations is a method of analysis of an active problem-situation based on training by solving specific tasks – situations. The direct purpose of the case method is to discuss and analyze case studies (events in one or another field of activity), to develop a practical solution of the proposed algorithms through subsequent evaluation and to choose the best one in the context of the problem.

The formation of intercultural competence in the process of teaching foreign languages is of particular importance for students majoring in Linguistics, as they will always be involved in intercultural communication in their future activities. The effectiveness of intercultural contacts depends on the development of students' intercultural skills.

It is believed that the case method helps to form the basic qualities of a modern specialist and has a

positive effect on the preparation for participation in international cooperation in a professional environment. The theoretical basis of the case method requires full coverage. One of the main categories of this method, for example, the case method, is the concept of “case”. There are many definitions of the concept of “cases” that emphasize one or another feature of the essence.

We have identified several stages for experimental teaching aimed at developing students’ intercultural communication skills through the case method. We chose the defining material for the first stage. At the same time, our main focus is on the creative abilities of students learning a foreign language, for example, how active they are in language learning and how creative they are. The issues we will pay attention to in this case are as follows:

1. Divide students into specific groups for the experiment;
2. Appointment of an expert group at the defining stage;
3. Identification of key indicators indicating the level of students’ creative activity;
4. Systematic identification of the tools needed to properly assess students’ creative abilities during the formation of intercultural communication skills through the case method;
5. Analysis of the results obtained at the defining stage.

The experts included in the expert group regularly participated in the English language classes held in the experimental and control groups during the 1st semester, observed the English

language teaching process, as well as the students’ learning activities, and provided quantitative and qualitative indicators in the language of the students and they assessed the learning process from this perspective. The level of creative skills of senior students in English was analyzed on the basis of quantitative and qualitative indicators, and the results obtained were calculated using mathematical-statistical and comparative methods. The specific results of the determinative experiment are summarized in Table 1. below (CG – control group; EQ – experimental group):

The figures in the table reflect the results of the defining phase of the experimental training. A comparative analysis of the results obtained in the experimental and control groups suggests that the experiment and the control group students who participated in the descriptive experiment had the same level of creative skills in English, the language of specialization. When comparing the quantitative indicators obtained in the experimental and control groups, we see that there is no significant difference between the figures. Current differences can be seen as an indication that some students in the control and experiment groups are better prepared than others. Analysis of qualitative and quantitative indicators indicates that quality indicators are at a lower level in both control and experimental groups. In order to obtain more reliable results, we asked the experienced teachers included in the expert group to comment on the indicators reflecting the level of creative skills in English, the specialty language of the experiment participants.

**Table 1** – Results of the experiment

Indicators	CG № 1	EG № 1	CG № 2	EG № 2	CG № 3	EG № 3	CG № 4	EG № 4
Quantitative indicator	30,1 %	37,2 %	20,2 %	26,1 %	40,2 %	38,4 %	36,8 %	26,6 %
Quality indicator	26,2 %	30,2 %	19,1 %	21,1 %	36,7 %	32,5 %	32,4 %	20,3 %

## Conclusion

The conclusion can be summarized like the following:

1. Students sometimes do not participate in the selection of materials to be used in the learning process, including text materials. This is due to the fact that the selection of materials does not take

into account their needs, interests and desires. Therefore, the main focus in the teaching process is the selection of materials that are of interest to students.

2. Students who participated in the defining phase of the experiment tend to speak without any changes, as they often have separate passages from the text read or listened to. This shows the

development of students' critical thinking skills in the foreign language they are learning.

3. In English lessons, preference is given to "traditional" methods, which have often lost their relevance and do not meet the requirements of the time. Students in language faculties, including senior students, read or listen to the texts presented to them, and then answer questions from teachers and students about the content of the text. It should also be noted that most of the questions asked are not in terms of content, but in terms of individual sentences. There are a small number of questions that make students think and form a creative attitude, thoughts and ideas to the object of discussion. Such organized language classes, of course, do not ensure that students studying English for professional purposes develop creative activities in the language

of the language in accordance with the requirements of the day.

4. Most participants in a foreign language experiment do not have the ability to make creative use of the linguistic units and speech patterns in the texts presented to them. Purposeful work in this direction is one of the most important and topical issues in the field of language teaching.

5. There is a tendency to conduct language lessons in a question-and-answer format. Students studying in language faculties and future specialists in this field should be involved in the learning process as active, enterprising participants, who can express their thoughts, ideas and attitudes in discussions appropriate to their age, knowledge and intellectual level in order to encourage them to express their positions.

#### Literature

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