

THE USE OF CASE STUDY METHOD IN TEACHING ENGLISH

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Annotation: The article deals with the actual modern teaching method, which develops the ability to analyze information, formulate problems and find their solution. A case is a description of a situation that took place in a particular practice and contains some problem that needs to be resolved. This is a kind of tool through which a piece of real life is brought into the classroom, a practical situation that has to be discussed and an informed decision is provided.

Key words: case method, case-study, teaching methodology, problematic, role-playing, event-based, activity-based, temporal.

One of the progressive teaching methods that can form key competencies is the case method, which allows you to move on to a situational teaching methodology. It is also the most common and widely used situational analysis technology [2: p. 20].

The “homeland” of this method is the United States of America, or rather, the Harvard Business School, well known for its innovative developments. It was first applied in 1924 while teaching a fairly local professional area - management disciplines. Currently, two classical case-study schools coexist - Harvard (American) and Manchester (European). In the 20th century, when there was a rapid renewal of the content of all disciplines, favorable conditions were created for the use of interactive teaching methods in general, and the case method in particular.

Case Study is a specific teaching method used to solve educational problems. The Harvard Business School mentioned above defines the case method as a teaching method in which students and teachers actively participate in the direct discussion of business situations or problems. A case is a description of a situation that took place in a particular practice and contains some problem that needs to be resolved. This is a kind of tool through which a piece of real life is brought into the classroom, a practical situation to be discussed and an informed decision is provided. Case studies are usually prepared in writing and based on the experience of real people.

Due to the high concentration of roles in cases, this technology is close to game methods and problem-based learning [3: p. 2].

Case is a complex phenomenon; it should contain the most realistic picture and concrete facts, and also have a stable set of characteristics. Each case should include the following aspects: problem, conflict, role, event, activity, temporal, spatial.

Objectives of the case method:

- 1) in-depth study of the subject;
- 2) preparation for contests, examinations;
- 3) individualization of the educational process [4: p. 97].

The case contains information that students must analyze and, based on this analysis, find a solution and then prove the correctness of their choice. The situation is first analyzed by each student independently, then discussed in pairs or small groups consisting of 3 or 4 people, where each participant contributes to solving the problem, and finally, in the course of a general discussion after considering all the alternatives and justifications an attempt is made to make a single decision. For this, it is very important to fulfill two conditions: the case material must be of professional interest to students and provide for the possibility of the student's personal contribution to his education and to the education of his “team”. In addition, the need to speak to group members with the justification of their opinion in a non-native language forces students to carefully prepare and logically build their statements. Professional knowledge and confidence in the ability to positively solve the problem facing the group is an additional incentive for mastering communication skills in a foreign language. Testing their communication skills during the discussion gives each participant the opportunity to discover their weaknesses and stimulates the desire to work towards improving knowledge of the language and its use in speech. Dialogues and discussions within the framework of the case are preceded by work on vocabulary and grammar, designed to help participants clearly express their thoughts and convince the interlocutor or several members of the group that they are right [5: p. 152].

When creating a case, it is advisable to adhere to a certain format, which includes:

- 1) Short, catchy name of the case.

2) The introduction, which usually provides information about the main characters of the case, tells about the background of the situation considered below, indicates the personally significant meaning of the problem contained in the given situation.

3) The main part, containing the main body of information and internal intrigue, the problem contained in the situation proposed for analysis.

4) Conclusion, where the situation may “hang” at that stage of development that requires solving the problem. Optionally, the entire content of the case should be given in the form of familiar text. Instead of text or along with it, audio or video recordings, newspaper articles, various illustrations, statistical data in the form of graphs, diagrams, charts, etc. can be used [1: p. 200].

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THE IMPORTANCE OF VOCABULARY IN LANGUAGE LEARNING

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Abstract: Vocabulary range has always been regarded as central part of learning language since individuals face several obstacles when they are learning new languages. Similarly, the majority of teachers have doubts in teaching vocabulary in a proper manner and where to begin with. This article illustrates the significance of vocabulary range and some techniques which are used effectively by English teachers.

Key words: vocabulary, techniques and methods

Аннотация: Словарный запас всегда рассматривался как центральная часть изучения языка, поскольку люди сталкиваются с рядом препятствий, когда они изучают новые языки. Точно так же большинство учителей сомневаются в том, как правильно преподавать лексику и с чего начать. Эта статья иллюстрирует значение словарного запаса и некоторые методы, которые эффективно используются учителями английского языка.

Ключевые слова: лексика, упражнения и методы

Vocabulary is considered as one of the essential aspects of acquiring language and its development. Limited vocabulary range prohibits succeeding in learning language, in particular, for second language learners since it never ends. Although a person can make grammatically accurate sentences, insufficient vocabulary range limits the learner's communication with others. If a person knows only the words but not the grammar, he can express or communicate what he is going to say by pronouncing the words. As we know, without knowing how to request information in a foreign language, we can make sentences in the native language using suitable words and specify what we need.

According to Napa, states that ‘it is a fact that vocabulary is one of the components of the language. There are no languages that exist without words. They are the means by which people exchange their thoughts. The more words we learn the more ideas we should have. This way we can communicate our ideas more effectively. It is not easy to teach vocabulary, especially new vocabulary, to junior high school students, because teaching it requires an explanation of every part. However, at other times the teacher should see that the meaning and use of words should also be given a lot of attention’ [Napa: 1991].