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Workplace:SSB 39

The theme:“CASE STUDY METHOD IN TEACHING AND DEVELOPING ENGLISH LANGUAGE .”

Annotation.This article focuses on the advantages of observing case study method in teaching foreign language and developing academic skills in reading, writing, speaking, listening and making presentations.

Keywords:case study method, significant, communication, pair work, interactive, decision maker, opportunity, reusing stress

There are given a lot of approaches and scientific researches in learning and teaching English by the help of modern study which was called Case study. Cases offer a lot of opportunities for developing academic and basic skills in reading, writing, listening and also making presentations. Pupils are taught to work in groups, to achieve a goal together, to make decisions. This method occurs to make team presentations. The main attention is involved to play and to act a role or play where pupils are actors trying to come up with a solution of a problem using the information given. This study encourages pupils to be more creative, independent, goal-oriented.

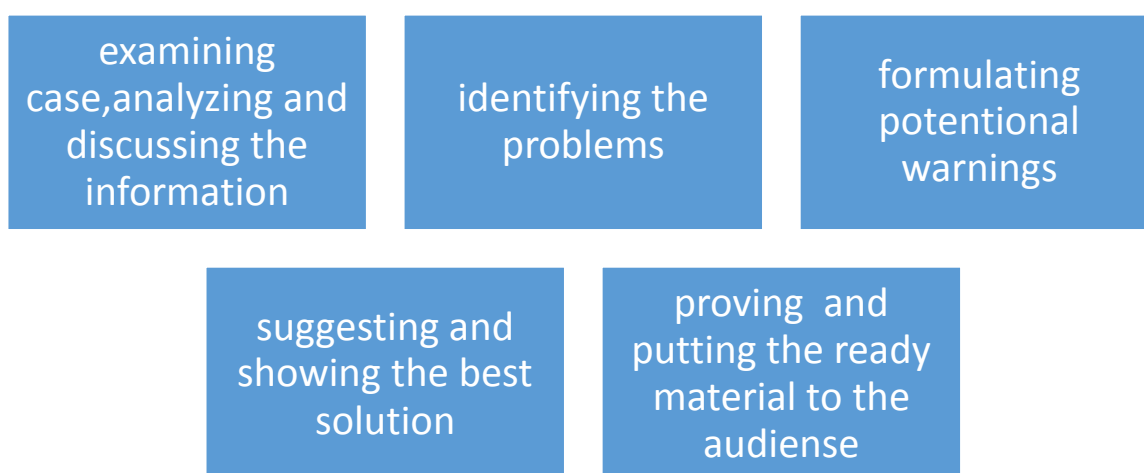
Famous scholar Wedawata et al (2011) claims that case study is documented as an ‘empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.’ The authors put emphasis on the rationale for selecting case study research strategies. So this method is basic one which is connected with future career and academic activity.

The creative approach in teaching foreign languages is the topic of the article by Kiseleva (2006) and Tikchonov (2005). This approach of inappropriate educational syllabuses has arisen. Moreover, Kuzmina (2005) claims that it is very important for future career to collaborate and communicate with partners in case of method. Case

study method gives a lot of opportunities to use role-plays when discussing and presenting and solving cases.

The main aim of this object is to emphasize on advantages of the case study method as a tool of developing learner's linguistic and non-linguistic competence as well as academic talents in their forthcoming occupation.

Obviously, case study approach is entitled as "the problem method". Surprisingly, why it is called so? So, there are some following steps are included:



These steps can be proved with developing the basic skills such as reading, speaking, making presentations, listening, writing. When the final result is taken, all participants are requested to use the information in a written form. It may be a letter, a memo, a report, e-mail, which suits the situation, so writing skills are improved greatly.

As we know, learners may be asked to present the results of the case study in the classroom. They receive feedback at the end of their presentation and it helps to improve their presentation and oral communication skills which no doubt will be strongly demanded in future.

And now some words about the roles of teachers and pupils. Cases are motivating for students since they give them the opportunity to be decision-makers and solve a real life.

When speaking about developing academic skills through working with cases, it is necessary to point out the significance of key presentation making skills. It is the final stage in the case study process. Pupils may study and discuss the possible variants of achieving the best results. Zanina (2010), Brattseva (2009), Brock et al (2013), Gurung et al (2014) conclude that it is impossible to overestimate the value of getting the skills of preparing and making presentations.

All things considered, numerous rehearsals and perfect repetition are required to make clear presentation and this method involves think cooperatively. Furthermore, it aids more anticipating.

In conclusion, it can be stated that the case study method offers many chances both for teachers and learners.

References

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