

THE STRUCTURAL ORGANIZATION OF A CASE-STUDY IN TEACHING FOREIGN LANGUAGES

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Abstract. The article is devoted to defining the structural organisation of the case study method in the process of foreign language teaching. *The aim of the article* is to determine the structure of the most favourable conditions for productive foreign language teaching.

Recently, the case study method has gained wide acceptance among foreign language teachers. The modern world and the global community need well-trained specialists capable of effective communication and possessing analytical and critical thinking. To achieve this goal, educational institutions must use modern methods and technologies that should be able to help form positive motivation for learning, increase cognitive activity, actively involve students in the educational process, stimulate independent activity, develop creative abilities and innovative thinking. In this article, we consider the technology of case studies as an educational tool capable of turning everything listed above into reality.

The following *methods* were used during the research: method of theoretical analysis of philosophical, psychological, pedagogical literature; phenomenological characterization of case study technology application precedents in the educational process, methods of content analysis.

As a result of the study the case study method is only one of the components of learning activities that can be effectively used at different stages of learning. It complements any other methods in the context of variability in learning and allows optimising the learning process.

The research value of the case study method develops the following skills: analysing and posing a problem, clearly formulating, stating and justifying one's thought, and learning to make decisions based on concrete situations and information.

Using this method *in practice* allows students to demonstrate and develop their analytical and evaluative skills and to work collaboratively with others to find the best answer to a problem.

Key words: Case study method, foreign language teaching, situational approach, practical situation, educational process, cases, area of expertise, skills

Basic provisions

One of the effective methods to use in teaching foreign languages is the case method. It is based on independent classroom and extracurricular work with problem situations in an artificially created environment. The case study method is an active learning method based on a group analysis of situations (cases) and the proposal of its solutions in specific conditions. The case has a clear structure, which consists of a problem situation, questions and tasks for discussion, as well as applications with additional messages.

Introduction

The case method is an active learning approach that demands the student to engage in activity, unlike alternative teaching methods where participation in the educational process is taken into consideration. As the teacher takes on a secondary role and manages the classes, some educators avoid adopting the case study approach.

We stress that this approach should be employed for comprehension, critical examination of unique situations, and targeted problem-solving. This kind of gadget is utilized at events to replicate real life. This process is simple to modify for practical circumstances. Cases are typically organized into protocols and are founded on facts that have been found. Regarding the evolution of technology, it is important to highlight that the case method was first used in the United States in 1921 at the Harvard Business Corporation. This approach has successfully demonstrated itself in connection to administrative disciplines, particularly in light of established corporate and legal precedents. In addition to the traditional Harvard school, there is also the Manchester Western European Case Study school, which, in contrast to the first, searches for multiple solutions to the problem in addition to the one that is correct [1, 33].

The implementation of this strategy in education deserves attention. The main benefit of this process is that it increases interest and motivation for learning because of the training's professional focus and content-based approach. The case technologies that are relevant to the social and cultural realm in typical corporate communication, educational, and professional activities are discussed.

Material and methods

The structural organization of the case itself is fundamental in all work with it, since it helps not only to build an integral semantic unit, but also performs a number of other functions. Properly organized case: helps to build the answer to it in the order of presentation of the material; makes it possible to correctly place semantic accents; serves as a source for organizing classroom and extracurricular, independent and group work; is a model for compiling your own cases.

The aim of this article was to identify the most appropriate case structure for productive teaching of foreign languages. According to our aim we had following objectives: to analyze the main classifications of cases; identify similar components in each of the classifications; to analyze them from the point of view of the teacher and students; to formulate and present the structural organization of cases for both subjects of learning;

The following methods were used during our research: the method of theoretical analysis of philosophical, psychological, pedagogical literature on the structure and use of case-study method in the process of teaching English as a foreign language; a phenomenological description of precedents for the use of case-study technology in the educational process, content analysis to highlight the empirical features of the educational potential of case-study technology, collected data was

analyzed using the content analysis approach, which is one of the qualitative research data analysis techniques.

Results and discussion

A case study is a student-focused exercise based on a description of an actual circumstance, typically one that involves a problem and a solution. According to V.V. Filonova, scenarios should be based on actual events or be reasonably close to those in real life [2, 158].

This approach is centered on the active use of multimedia technology, video materials, and presentations, claims T.I. Avdeeva. The case study method in the classroom emphasizes the following benefits:

1) Students arrive to class prepared to address a subject; the situation should be explained in clear, detail before class.

2) The instructor should be impartial, should not adopt anyone's viewpoint, and should simply encourage pupils to engage in conversation. The debate shouldn't, however, turn into a covert sermon. When students actively engage in the learning process, they are better equipped to learn [3, 81].

Literature, actual problems, and historical information can all be used as case materials. The case study approach is an active problem-situational analysis technique that emphasizes learning via the resolution of particular problems (cases). The goal of the method, according to T.G. Bortnikova, is "an examination of the issue and finding a specific solution." "Discussion and selection of the best strategies in the context of the problem stated" marks the culmination of the analytical process [4, 147].

Each case is built around a task-situation. Famous researchers and teachers of the XX century L.F. Spirin, M.L. Frumkin, M.A. Stepinsky, P.V. Konanykhin studied the conditions for the successful use of such tasks-situations in teaching. They concluded that:

- the process of solving problems is no less important in both theoretical and practical types of training sessions;
- the success of the use of such tasks is possible only if there is an educational and information base.

The case (situation) is not a problem because problems often have just one right answer. When presented with the described scenario, students have a number of potential courses of action to select from, any of which can be rationally supported.

Three categories of cases are recognized. First of all, these are little situations that are provided as a series of text sentences. The second point is that these are medium situations, with one or two pages of text. Thirdly, the cases are lengthy, with the problem circumstance being described in more than three pages of text. Big cases are typically made to accommodate multiple practical sessions (classes).

The case should be organized as follows: the case itself, methodological suggestions for its application, informational and instructional materials, discussion questions, and student tasks.

When putting together a case, it's important to state the objective clearly and use materials that are appropriate for the students' level. Case studies ought to be instructive and pertinent. The circumstance should be one that can only be resolved via debate and investigation. Also, it should be mentioned that students should be prepared for the case discussion and that the main case details should be provided to them in writing beforehand rather than during the discussion. It is important to make sure that each student has a clear understanding of the facts. The cases should be complete enough for the students to be able to identify the problem.

There are three types of cases: 1) training cases with descriptions of specific situations in specific times; 2) illustrative cases with knowledge that can teach students to make the right decision while adhering to a specific algorithm; and 3) applied cases that support specific situations from which students need to find a solution to.

Three stages are often present in a case study: preliminary, the actual case analysis process, and the concluding step. The introductory and demonstration phases of the preparation stage. It contains guidelines and advice from the instructor (teacher) for doing a case study. The second step, which is the most involved, entails a direct investigation of the case, during which time the students look for answers to particular problems. Students first prepare individually, followed by a brief discussion in small groups regarding the outcomes of their individual search and research activities. A class or group discussion immediately follows this. Students evaluate their own performance at the very end of the process. Finally, the teacher's assessment of the students' performance [2, 159].

The material is the same for both the teacher and the pupil, but their functions are distinct. It is crucial that the case is thoroughly prepared in advance so that each student is aware of their responsibility. Giving the student a real-world example and then expecting him to comprehend how to use it is insufficient. Teachers who are not familiar with the case study method frequently overlook this blunder. Before to each lesson, this method calls for the pupils to undergo extensive preparation.

Only if the produced case is genre, methodological, and scientifically sound will it be effective. The case study approach can be utilized for knowledge testing as well as regular lectures to solidify the subject. Before a quiz or examination, for instance, a case might be provided to the students. Students will give the case solution in this instance as a progress report. Cases may also be used in the exam itself. In this scenario, the student will receive a case with their exam ticket and be required to analyze it. Another factor that motivates students is that they find solving problems to be much more intriguing than taking conventional assessments.

The teacher's activities are another benefit of this active teaching approach. To encourage conversation, the teacher introduces questions to the class. The inquiries are unbiased, open-ended, and not too difficult to respond to. In order to improve communication, the teacher will occasionally rephrase the students' comments and repeat their ideas. Most significantly, the analysis of the circumstance in this instance doesn't devolve into a quiz with right and wrong answers or a lecture.

The teacher should specify specific learning goals before selecting a scenario. Understanding how the case's themes fit into the whole course of study is important,

as is having a solid understanding of the students' ages and individual characteristics. The algorithm of steps that follows should serve as the teacher's guide:

1. The instructor should read the case aloud to his class or request that they offer background data in a visual style;

2. Instructions on how to examine the case should be given to the students, including: reading it multiple times, identifying the key issues, setting goals, identifying potential solutions, selecting the best one, comprehending how to put it into practice, and creating an action plan to do so;

3. It is necessary to first remove grammatical and lexical difficulties before proceeding to the analysis of the case, so that students feel confident in the discussion. Students need to understand all terminology before starting to analyze cases;

4. The teacher should create a favorable friendly atmosphere for discussion, while students have a certain level of trust in each other. Teachers should ask carefully thought out questions. The first question the teacher asks is crucial. The main task is to get students to speak thoughtfully. Do not start with too easy questions or trick questions [5, 66-68].

Comparing the case study method to traditional teaching techniques has a number of advantages. The main advantages include increasing students' motivation to learn, graphically integrating knowledge across the diverse sections of the curriculum, and giving students a place to engage in constructive and innovative activity [6, 47].

The method's total immersion in the circumstance and your responsibilities is another benefit. Students do not sit in rows during lessons; instead, desks are adjusted to simulate a U-shaped arrangement for seating. The board should be facing the open portion. All of the kids can see the teacher and each other thanks to this setup.

Based on the above, we can conclude that the case has a dual structure: one side is visible to the teacher, the other to the students. The result of the study was the reflection of the structural organization of the case in two structures. The first reflects the content of the case for the teacher, the second for students.

Structure for teachers: 1) Case introduction; 2) Setting aim and objectives of the case; 3) Formulation of the problem; 4) Distribution of roles in a case; 5) Providing information for working with the case (audio-video materials, texts, links, handouts); 6) Providing additional material; 7) Formulation of criteria for evaluating a case.

Structure for students: 1) Aim and objectives of the case; 2) Problem situation; 3) Materials for solving the case; 4) Additional materials for solving the case; 5) Case Evaluation Criteria.

Both structures have similar features, but the case for the teacher is more extensive, because is aimed at solving more questions than a case for students.

For students, the final goal is to solve the case and acquire new knowledge, skills and abilities in the course of solving it.

For the teacher, the main tasks are:

- motivation of students to work with the case (provided in the introduction, which is not provided to students):
- setting specific goals and objectives of the case (also reflected in the teacher and students, as it is important for both parties);
- ensuring the organization of the case execution process;
- providing students with a sufficient amount of material to solve the case, as well as monitoring its solution.

The teacher should specify specific learning goals before selecting a scenario. Understanding how the case's themes fit into the whole course of study is important, as is having a solid understanding of the students' ages and individual characteristics. The algorithm of steps that follows should serve as the teacher's guidance.

1. The teacher should read the case aloud to their class or request that they offer background data in a graphic style;

2. Students should be provided instructions on how to study a case, including how to read a case several times, identify its primary issues, define goals, find potential solutions, select the best option, comprehend how to put it into practice, and create an implementation strategy;

3. Before beginning the case analysis, grammatical and lexical issues must be resolved in order to provide the students the confidence they need to participate in the conversation.

Students should have some amount of mutual trust while the teacher fosters a positive, welcoming environment for discussion. Teachers ought to ask thoughtful questions. It's important to listen to the teacher's initial question. The major goal is to encourage deliberate speaking from the children. Avoid starting with queries that are overly simple or misleading.

Only if the produced case is a genre, methodical, and scientific investigation will it be beneficial. The case study approach may be utilized for knowledge assessment as well as regular lectures to solidify the subject. Before a quiz or examination, for instance, a case could be provided to the students. Students will give the case solution in this instance as a progress report. Cases may also be utilized in the test itself. In this scenario, the student will get a case with their exam ticket and be required to analyze it.

Students are often graded while using the case study technique on a scale of 100. This approach makes it easy to keep track of student activity and discussion involvement, identify knowledge and abilities relevant to a particular situation, and document tenacity in completing assignments. To prevent and settle conflicts, the teacher should be able to simultaneously foster an environment of competitiveness and collaboration. The maximum number of persons in a group should be 12, as groups bigger than that prevent many students from engaging in the conversation.

The teacher's activities are another benefit of this active teaching approach. To encourage conversation, the teacher introduces questions to the class. The inquiries are unbiased, open-ended, and not too difficult to respond to. In order to improve communication, the teacher will occasionally rephrase the students' comments and repeat their ideas. Most significantly, the examination of the

circumstance in this instance does not devolve into a quiz with right and wrong answers or a lecture.

To study the educational potential of case-study technology, we conducted a content analysis of articles and dissertations of various researchers related to the use of case-study in the educational process (A.I. Sycheva “Formation of moral and ethical orientation of junior schoolchildren through case technologies”, D.I. Gubarevich "Use of the case-study method in the process of professional development of teachers", G.M. Gadzhikurbanova "Methodology of using the case method (case study) in the educational process of a university", G.A. Galiullina "Application of the case method in mathematics lessons", L N. Shcherbatykh “Case study method in teaching English to high school students”) as well as content analysis of their own classes and self-reflection texts taken from students about their experience and attitude to this technology. Thanks to this analysis, we were able to identify a number of empirical features that characterize the educational potential of this case-study technology (see Table 1.).

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| Empirical signs | Manifestation of empirical signs in a situation, in reflective texts and in the texts of dissertations and articles where researchers described their experience of using case-study technology |
| change in learning motivation | "practical language proficiency"; "live communication"; "discussion of real life situations". |
| change in the quality of knowledge | "...not just to know, but to put into practice"; "I remembered a lot of new words"; " the material is remembered better". |
| change of teacher position | "Let's think and remember..." (teacher's address to students); "In the process of work, we turned to the teacher with questions to which we looked for answers together". |
| formation of a "collective" subject of joint activities | " and then we will decide" ; "We discussed, argued, agreed". |
| intensity, dynamism of communication | "there was silence, some confusion was felt, which was interrupted by what unexpectedly followed"; "...we talked a lot, argued, reasoned..."; "I liked the idea and was instantly picked up". |
| emotional involvement: diversity of emotional states and experiences of participants in joint activities | "We reasoned, joked, laughed, but at the same time did not forget about the task..."; ". . . It's difficult to work if there is no mutual understanding, you are constantly interrupted..."; "...there was no fear of saying something wrong, of making a mistake...we were all on equal terms and helped each other..". |
| generation of educational initiatives | "...suggested reading first and then discussing..."; "I suggest to begin with..."; "Where do we start..."; "Let's discuss...". |
| expanding the number of participants in joint activities and areas of interaction | "In general, I prefer working in a team. There are more people, everyone has their own view, their own opinion, all people are different, it's interesting to listen to everyone..." |

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| the value attitude of communication participants to each other and to themselves | “Wait until everyone reads... there are three of us, let everyone finish reading!”; “Is everyone ready to discuss?”; “Everyone agrees, or there are other arguments»; “Wait, don’t interrupt, let the person finish”; “Imagine yourself in his place, how you would behave”. |
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The analysis of the educational potential of the case-study technology enabled us to not only identify several of its characteristics, but also to establish the prerequisites for developing the educational potential of this technology. We have determined these prerequisites to be the capacity to choose and specify topics for discussion and communication, the ability to plan one's activities, set and achieve objectives, and active involvement in analyzing and reflecting upon one's activities and outcomes. The utilization of case-study technology fundamentally and substantially alters the nature of collaborative activities and the learning environment. In the traditional classroom setting, communication and joint activities are characterized as being "forced" and "prescribed" by the conditions, whereas the use of case-study technology fosters an "initiative" approach, characterized by natural, voluntary, conscious, and meaningful communication, as well as group differentiation and dynamism.

The method's total absorption in the circumstance and your responsibilities is another benefit. Students do not sit in rows during lessons; instead, desks are adjusted to simulate a U-shaped arrangement for sitting. The board should be facing the open portion. All of the kids can see the teacher and each other thanks to this setup.

Both student-student and student-teacher interaction is productive and beneficial. This kind of contact benefits pupils by enhancing their communication, interpersonal, and analytical abilities, which is unquestionably beneficial. Random questions regarding a case or about a particular student's perspective are posed to the class by the teacher. Students are often encouraged to share their newfound knowledge of an issue with the class if they do so.

The quality of involvement is a significant assessment factor as well as the quantity of engagement in the debate. The evaluation considers the standard, level of participation, and contribution to the group project, the types of problems identified, the questions posed, the solutions proposed, the presentations made, and the written case studies (logical content organization and sequencing, language and presentation, and the caliber of analysis and recommendations). The student is responsible for making sure the analysis is appropriately organized when a written analysis of a case is requested. The instructor might make specific suggestions for the organization of the analysis. However, the student must make sure their analysis is factually correct and free of grammatical, linguistic, and linguistic problems before turning it in. In actuality, this is a prerequisite for each report that a student submits.

As was already noted, using this approach gives students the chance to show off and develop their analytical and evaluative abilities as well as learn how to collaborate with others to discover the best answer to a problem. The case study

technique makes sure that the content is used both theoretically and practically, which has an impact on students' professionalization, aids in their maturity, and also piques their interest and fosters a love of learning. The case study approach also acts as a model of the teacher's way of thinking, his unique paradigm, which encourages students to think and work in novel ways and sparks fresh creativity. One of the "advanced" active learning techniques is the tetod case study. It needs students to be prepared and independent thinkers; little preparation and low motivation might result in a cursory discussion of the case.

Students can exercise creativity in their assignments and apply their theoretical understanding of many cultures to practice when learning a foreign language using the case study technique. The process of their autonomous search will take precedence throughout training instead of acquiring pre-made knowledge. The instructor and students work together to solve a particular problem in a collaborative environment where all parties participate equally in the discussion and solution-finding process. The primary distinction between the case study method and conventional approaches is this democratic approach. A model of a particular situation from real life is created before the session, objectives and tasks are established by the teacher during the lesson, and the students select how to reach those goals, address the challenges, and answer the questions. Applying this strategy leads to the development of skills and talents in addition to knowledge. A well-organized lawsuit may resemble a stage play in several ways.

As a result, the case study technique is an active learning strategy based on a group examination of the problem and suggestion of a workaround under predetermined circumstances. There are three sizes for cases: small, medium, and giant. By content, it is instructive, informative, and practical. The case contains the actual case, methodological suggestions for its application, informative and didactic resources, discussion questions, and student assignments. Three parts make up the case study methodology: individual preparation; small group discussion; and full group or class discussion. Keep in mind that students must arrive to class prepared to discuss a topic in order to apply the case study approach effectively. The group's size should provide a free flow of ideas between all participants. Teachers must maintain objectivity, direct the discussion, and provide appropriate objectives. Students are often graded while using the case study technique on a scale of 100. The teacher's actions (their situational awareness, the structuring of the conversation, and the inclusion of students in the discussion) and total absorption in the issue are the benefits of this approach. Evaluation often considers the caliber, level of involvement, and contribution to group work, the kinds of issues found, the queries presented, the solutions suggested, the presentations given, and written case studies. Students can apply their theoretical understanding to practice via the case study technique.

Conclusion

All components of the case should be interconnected and organized in such a way that the case is perceived as a holistic material, and not a set of separate tasks. It is very important not to skip any element in order to save time, since each of them

constitutes a holistic unity. The correct organization of the case directly affects the success of its solution and the formation of students' knowledge, skills and abilities.

As was already noted, using this approach gives students the chance to show off and develop their analytical and evaluative skills as well as learn how to collaborate with others to discover the best answer to a problem. The case study technique makes sure that the content is used both theoretically and practically, which has an impact on students' professionalization, aids in their maturation, and also piques their interest and fosters a love of learning. In addition, the case study approach acts as a paradigm for the teacher's way of thinking, which encourages students to think and work in novel ways and sparks new creativity. One of the "advanced" active learning techniques is the case study method. It requires the readiness of students, their ability to work independently; insufficient preparation of students, poor motivation can lead to a superficial discussion of the case.

The case study method is just one of the components of educational activities, which could be effectively used at various stages of teaching. It complements any other methods in the context of variability in teaching and allows to optimize the educational process. Analysis of theoretical data and practical developments in this area, on which the conclusion is made about the effectiveness of the case study method for the formation of sustainable motivation, as well as the formation of critical thinking skills and the ability to work with information, allows us to conclude that this method has a great value when applied to any classes to improve motivation of students.

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ШЕТЕЛ ТІЛІН ОҚЫТУДА КЕЙС-СТАДИ ӘДІСІНІҢ ҚҰРЫЛЫМДЫҚ ҰЙЫМДАСТЫРЫЛУЫ

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Аңдатпа. Мақала шетел тілдерін оқыту барысындағы кейс-стади әдісінің құрылымдық ұйымдастырылуын анықтауға арналған. *Мақаланың мақсаты* – шетел тілдерін нәтижелі оқыту үшін ең қолайлы жағдай құрылымын анықтау.

Соңғы уақытта кейс-стади әдісі шетел тілі оқытушылары арасында кеңінен таныла бастады. Қазіргі әлем және жаһандық қоғамдастық тиімді қарым-қатынас жасай алатын, аналитикалық және сыни ойлауға қабілетті, жақсы дайындалған мамандарды қажет етеді. Осы мақсатқа жету үшін оқу орындары оқуға оң мотивация жасауға, танымдық белсенділікті арттыруға, студенттерді оқу-тәрбие процесіне белсенді қатыстыруға, өз бетінше әрекет етуді ынталандыруға, шығармашылық қабілеттермен инновациялық ойлауды дамытуға көмектесетін заманауи әдістер мен технологияларды қолдануы керек. Бұл мақалада біз жағдайлық есептер технологиясын жоғарыда аталғандардың барлығын шындыққа айналдыруға қабілетті білім беру құралы ретінде қарастырамыз. Бұл мақалада біз кейс-стади әдісін білім беру құралы ретінде жан-жақты қарастырамыз.

Зерттеу барысында келесі *әдістер* қолданылды: философиялық, психологиялық, педагогикалық әдебиеттерді теориялық талдау әдісі; оқу үдерісінде кейс-стади технологиясын қолдану прецеденттерінің феноменологиялық сипаттамасы, талдау әдістері.

Зерттеу нәтижесінде кейс-стади әдісі – оқытудың әртүрлі кезеңдерінде тиімді пайдалануға болатын оқу іс-әрекетінің құрамдас бөліктерінің бірі ғана. Ол оқытудағы вариативтілік жағдайында кез келген басқа әдістерді толықтырады және оқу процесін оңтайландыруға мүмкіндік береді.

Зерттеудің құндылығы – кейс-стади әдісі мына дағдыларды дамытады: мәселені талдау және қою, өз ойын нақты тұжырымдау, жеткізу және негіздеу, сондай-ақ нақты жағдайлар мен ақпаратты ескере отырып шешім қабылдауға үйретуде маңызы зор.

Қорытындылай келе *практикада* бұл әдісті қолдану студенттерге өздерінің аналитикалық және бағалау дағдыларын көрсетуге және дамытуға, сондай-ақ мәселенің ең жақсы жауабын табу үшін басқалармен бірлесіп жұмыс істеуге мүмкіндік береді.

Тірек сөздер: кейс-әдіс, шетел тілдерін оқыту, жағдаяттық тәсіл, тәжірибелік жағдай, оқу үдерісі, кейстер, білім саласы, дағды

СТРУКТУРНАЯ ОРГАНИЗАЦИЯ КЕЙС-СТАДИ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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Аннотация. Статья посвящена определению структурной организации метода кейс-стади в процессе обучения иностранным языкам. *Цель статьи* – определить структуру наиболее благоприятных условий для продуктивного обучения иностранным языкам.

В последнее время метод кейс-стади получил широкое признание среди преподавателей иностранных языков. Современный мир и мировое сообщество нуждается в качественно подготовленных специалистах способных на эффективную коммуникацию и обладающих аналитических и критическим мышлением. Для достижения этой цели образовательные учреждения должны использовать современные методы и технологии которые должны быть способны помочь формированию положительной мотивации к учёбе, повышению познавательной активности, активному вовлечению учащихся в процесс образования, стимулированию самостоятельной деятельности, развитию творческих способностей и нестандартности мышления. В данной статье мы рассматриваем технологию кейс-стади как на образовательный инструмент способный воплотить все перечисленное выше в реальность.

В ходе исследования были использованы следующие *методы*: метод теоретического анализа философской, психологической, педагогической литературы; феноменологическая характеристика прецедентов применения технологии кейс-стади в учебном процессе, методы содержательного анализа.

В результате исследования метод тематического исследования является лишь одной из составляющих учебной деятельности, которая может быть эффективно использована на разных этапах обучения. Она дополняет любые другие методы в условиях вариативности в обучении и позволяет оптимизировать учебный процесс.

Ценность исследования метод тематического исследования развивает следующие навыки: анализ и постановка проблемы, четкая формулировка, изложение и обоснование своей мысли, а также обучение принятию решений с учетом конкретных ситуаций и информации.

Таким образом, использование этого метода на *практике* позволяет учащимся продемонстрировать и развить свои аналитические и оценочные навыки, а также работать совместно с другими, чтобы найти лучший ответ на проблему.

Ключевые слова: кейс-метод, обучение иностранным языкам, ситуационный подход, практическая ситуация, учебный процесс, кейсы, область знаний, навыки

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