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## DEVELOPMENT OF THE "CASE STUDY" TECHNOLOGY IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN HIGHER EDUCATION AND WAYS OF ITS IMPLEMENTATION AMONG STUDENTS.

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*Abstract. The article is devoted to the use of case technology in teaching Russian as a foreign language. The paper presents a case model (with examples) based on the peculiarities of Uzbekistan's education and differing from the traditional structure of professional cases; the stages, main difficulties and positive aspects of the use of technology are identified, the conditions for its productivity are formulated.*

*Аннотация. Статья посвящена использованию кейс-технологии в обучении русскому языку как иностранному. В статье представлена кейс-модель (с примерами), основанная на особенностях образования Узбекистана и отличающаяся от традиционной структуры профессиональных кейсов; определены этапы, основные трудности и положительные аспекты использо*

*Keywords. Case technology, skills, professional competence, system-activity approach, research method.*

*Ключевые слова. Кейс-технология, навыки, профессиональная компетентность, системно-деятельностный подход, метод исследования. вания технологии, сформулированы условия для ее продуктивности.*

One of the important features of modern education is its continuous improvement, more and more attention is paid to the development of a multifaceted personality capable of self-assessment, self-development, and introspection. The President signed Resolution No. PP-5117 dated 05/19/2021 "On measures to raise to a qualitatively new level activities to promote the study of foreign languages in the Republic of Uzbekistan". This resolution is that from 2022, knowledge of a foreign language is a mandatory qualification requirement for an applicant when applying for a job in government agencies and appointment to higher positions. [10]

In this regard, there is an urgent need for such teaching methods that would contribute to the development of skills and abilities that allow you to effectively cope with problems and difficult cases that arise in real educational activities.

One of these teaching methods has been defined as a "case study". Literally translated from English, case study is the study of cases, or, as it is also most often translated in print, situational analysis. In the methodology and practice of teaching Russian as a foreign language, the case method takes into account both the professional training of foreign students and their individual abilities. Thanks to this method, students improve their analytical abilities. The purpose of this article is to summarize the experience of using the case method in teaching Russian as a foreign language. [1]

Case Study is a specific teaching method used to solve educational problems. The essence of this method is to comprehend, critically analyze and solve specific problems or cases. A case is a description of a situation that has taken place in a particular practice and contains some problem that requires resolution. This is a kind of tool through which a part of real life, a practical situation that needs to be discussed and an informed decision is introduced into the classroom. [3]

The "case study" method develops the following skills:

1. Analytical skills. These include: the ability to classify, identify essential and non-essential information, analyze, present and extract it, find information gaps and be able to restore them. Think clearly and logically.

2. Practical skills. The problem presented in the case contributes to the formation of practical skills for using the information received.

3. Creative skills. Logic alone, as a rule, cannot solve a case situation. Creative skills are very important in generating alternative solutions that cannot be found in a logical way.

4. Communication skills. Among them, one can distinguish such as: the ability to conduct a discussion, convince others. Use visual material and other media means, cooperate in groups, defend your own point of view, convince opponents, make a short, convincing report.

5. Social skills. During the discussion of the case, certain social skills are developed: assessment of people's behavior, the ability to listen, support in discussion or argue the opposite opinion, control yourself, etc.

6. Introspection. Disagreement in the discussion contributes to the awareness and analysis of the opinions of others and one's own. Emerging moral and ethical problems require the formation of social skills to solve them. [4]

The sources of cases are fiction and journalistic literature, which can suggest ideas, and in some cases determine the plot outline of cases in the humanities. As well as the scientific nature and rigor of the case are given by statistical materials. An inexhaustible source of material for case studies is the Internet with its resources. This source is characterized by significant scale, flexibility and efficiency. [2]

Case methods that are used to activate the educational process include:

- the method of incidents, when the student himself must find the missing information;
- the method of parsing business correspondence;
- game design;
- situational role-playing game;
- the method of discussions;
- the method of situational analysis (the method of analyzing specific situations, situational tasks and exercises).

Situational tasks (or cases) are tasks that allow a student to master cognitive operations sequentially in the process of working with information: familiarization - understanding - application - analysis - synthesis - evaluation. This task has a pronounced practice-oriented nature, but its solution requires specific subject knowledge. Often, knowledge of several subjects is needed to solve it. A mandatory element of the task is a problematic issue. Only it should be formulated in such a way that the student wants to find the answer. [6]

When solving a situational problem, the teacher and students pursue two different goals: for the student - to find a solution appropriate to this situation, for the teacher - to master the students' way of activity and awareness of its essence.

The situational task model looks like this:

- name of the task.
- a personally significant cognitive question for the student.
- information on this issue, presented in a variety of ways (text, table, graph, statistics, etc.)
- tasks for working with this information. [7]

To introduce and improve the quality of learning Russian as a foreign language, the stages of work on the case and the methods used in them are being developed:

1. Preparation for the lesson by the teacher and students. At this stage, the most important issues are those that need to be studied and investigated. The teacher formulates

"problems", focusing on the purpose and objectives of the upcoming activity. When determining the content of the work, it is necessary to take into account the peculiarities of the perception of the educational material by the audience. Systematic, consistent presentation of questions, their classification, allocation of reference schemes, tables, etc. contributes to the successful solution of the case problem. Of no small importance is the compilation of a list of recommended literature necessary for students to master the educational topic.

2. Individual independent work of students with a case. In preparation for solving a practical situation, students work with educational and methodological support, receive and study additional information (related facts, provisions, options, alternatives) for a solid mastery of the material of the educational topic, performing and solving tasks. [8]

This may be working in libraries, with an Internet database, interviewing practitioners, etc. Students receive visual, handout or other illustrative material, memos "Working with the case", a list of recommended literature. Clearly presenting the purpose, objectives, content, methods and forms of work, it is important to start developing a lesson plan.

3. The organizational part of the lesson consists of presenting the topic, purpose and course of the lesson, issuing a case. In the cases, it is recommended to give a detailed description of practical situations, to formulate questions precisely, to specify tasks.

4. Checking the assimilation of theoretical material on the topic. Before starting to work on solving a case situation, it is necessary to check the level of assimilation of theoretical material. Methods of checking the assimilation of new material can be an oral frontal survey, mutual verification, card work, testing, etc.

5. Students work in teams. Working in teams on a case situation develops the ability to cooperate, collectivism, forms responsibility, instills self-control and self-esteem skills [5].

The most optimal for teamwork, in our opinion, is the method of "brainstorming", which stimulates the creative activity of students. The result is the issuance by students of a wide variety of ideas for a certain period of time.

The next method is a creative analysis of ideas in order to find a constructive solution to the problem. A special place when working in teams is occupied by discussion, during which students present solutions to the situation, argue. At this stage of the work, the ability to formulate a question and argue an answer is being improved. Students make arguments, listen to others, analyze the result, design and model solutions, actions. During the discussion, students find contradictions, errors, inaccuracies, defend the opinion of the team. The result of the discussion is the adoption of a single, most optimal solution, the formation of skills, skills for solving non-standard tasks and the development of logical thinking.

6. Registration of work results by students. At this stage, students present the results of their work and use the presentation as an effective way of presenting information. Multimedia presentations are widely distributed, which are slides containing short fragments of texts, drawings and visual part (images). According to scientists N.V. Akimova, Yu.A. Bessonova, the use of presentation in the study of speech or language material allows you to structure it by highlighting key issues (linguistic terms, categories) using color, font changes, rubrication, etc. Presentation in Russian language classes involves active creative activity of students: collecting and processing material, organizing information, making slides, defending the project and discussing the project. The ability to present an intellectual product, to show its advantages, develops the skills of public activity and participation in discussions as much as possible, becomes a demonstration of students' speech and logical skills. The communicative moment, according to scientists, is one of the key ones in the process of such educational activity and involves the

development of appropriate language competencies [2].

7. Summing up by the teacher. The teacher is obliged to guarantee a professionally oriented communicative base that would allow foreign students to become full participants in various forms of the educational process, and in the future acquire sets of competencies in accordance with modern educational standards; these sets of competencies will help students to conduct effective professional activities over time.

The system-activity approach involves the formation of students' system knowledge based on learning to design goals, content, methods of action and learning outcomes by involving students in active cognitive activity. The system-activity approach to teaching the methodology of the Russian language is based on general didactic principles (scientific, systematic and consistent, conscientiousness, activity, independence, accessibility and feasibility) and private methodological principles. One of the main private-methodical principles of the implementation of a system-activity approach to teaching the methodology of the Russian language is the principle of interconnection in the study of its sections.[9]

In conclusion, we can say that the introduction of case technologies, widely used in the educational process, develop the ability to formulate, argue and express their own position, make decisions taking into account existing knowledge. These technologies are of particular importance in the practice of vocational education. Russian teachers can not only update the acquired knowledge, for example, on the methodology of teaching the Russian language in general and its sections in particular, but also show future teachers of the Russian language ways to solve possible professional problems. All kinds of methods used in language teaching contribute to the emergence of students' self-confidence, since language knowledge is considered an urgent need in any field today. The case-study method can be safely called an innovation in the practice of teaching Russian as a foreign language. It has a number of undeniable advantages: students gradually begin to think in a foreign language, they develop the skills of independent thinking about the problem. The case study method can be used in combination with other methods, it can complement other methods and improve them.

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