



## INNOVATIVE APPROACHES IN THE METHODOLOGY OF TEACHING FOREIGN LANGUAGES

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### Abstract

The article considers one of the creative approaches to teaching a foreign language for special purposes – the "case study method", the essence of which is the independent foreign language activity of students in an artificially created professional environment. It is noted that the cases are extremely rich in content and have the potential to take into account the knowledge already acquired by the student to study the language of the specialty and develop management skills. According to the results of the applied research conducted by the authors, it is established that this method can be used as an extremely effective method for achieving the goals of teaching a professional foreign language and intercultural adaptation.

**Keywords:** methods of teaching foreign languages, case method, case study.

The transition to a multi-level system of training at the present stage dictates the need to change approaches to the content of the educational process, the creation of new forms of its methodological support, as well as awareness of the role of the teacher in the innovative paradigm of personality-oriented, creative learning.

The variety of methods and methods of mastering a foreign language in a higher educational institution leads to the need for a rational choice of one of them or an optimal combination of complementary methods and technologies, which implies the need to generalize knowledge about the methods and techniques of organizing foreign language communication.

Currently, intensive teaching of foreign languages is implemented in various developing, newly created and existing methodological systems. This is due to the variety of specific goals of teaching a foreign language to a different contingent of students, as well as the variety of learning conditions. The linguo-sociocultural approach is inherent in almost all foreign language schools. The British and American language schools Bell International, OISE, St. Giles International, Rennert Bilingual, and NESE are guided by the communicative approach. The intensive method is intended for business people who expect to master specific



language skills in a short time. Often, an intensive course is enough to use the language in the professional field: in business correspondence, during presentations and telephone conversations, and in the preparation of commercial proposals. The "direct" method is known as the Berlitz method, the main principle is to completely exclude the student's native language from the learning process, the goal is to teach the student to think in a foreign language. The business (activity) approach involves learning a foreign language in combination with the practice of communication in the professional field. This opportunity is provided by language schools in New York, London, San Francisco, Toronto and others global business centers. The formation of a certain level of foreign-language professional communicative competence is an actual and effective basis for further foreign-language professionally oriented communication of university graduates. However, it should be borne in mind that when teaching a professional foreign language, different functions of speech and ways of its application cannot have the same value.

Along with instrumental (simple transmission of information), regulatory (regulation of activity), personal-emotional and artistic (role-playing games, imagery of speech), the most valuable are heuristic (expression of one's understanding), social (communication outside one's narrow circle) and information-scientific, analytical, reference. The case study method, which has gained a leading position in the modern practice of studying abroad, develops the mastery of these speech functions, makes it possible to master the knowledge of the specialty in a foreign language, to increase the level of their professional competence and self-esteem. At the same time, the learning goals defined earlier in the methodology – the communicative attitude, the language goal, the mental and educational goals, etc.-remain relevant. The leading role in the theoretical development of the method and its practical application belongs to P. Duff (P. Duff), C. Faltis (C. Faltis), J. P. Duff. Hip (J. Heap) [1; 2; 3].

In Russian educational practice, only in the 90s of the twentieth century, when there was a rapid update 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. Among the case - theorists and practitioners, we should mention domestic specialists G. Bagiev, G. Konishchenko, V. Naumov, A. Sidorenko, Yu. Surmin, P. Sheremet. In the system of methods of A. R. Galustova "in experimental training, the role of active methods (didactic and business games, educational discussions and heuristic conversations, research seminars,



educational conferences, poster presentations, analytical comments on books and articles) aimed at preparing students has been significantly strengthened" [4, p.17].

"Case method" (English: case method, case study, case study, case study, method of specific situations), is a teaching technique that uses the description of real (economic, social and business) situations. M. Dolgorukov refers to the "case study" method as "advanced" active methods training [5]. The increase in the student's "baggage" of analyzed cases increases the likelihood of using a ready-made scheme of solutions to the current situation, forms the skills for solving more serious problems. Situational learning teaches the search for and use of knowledge in a dynamic situation, developing flexibility of thinking. Zakharova believes that "competence-based professional education is aimed at mastering activities that ensure readiness to solve problems and tasks based on knowledge, professional and life experience, values, and other internal and external resources" [6, p.33].

The use of the case method in English classes in professional practice, analysis of real situations, brainstorming, business game, project task lead to the creation of a favorable psychological atmosphere in the classroom, to strengthen the speech and intellectual activity of students, increase their sense of self-confidence and create a semantic context of communication.

The pedagogical potential of the case study method is much greater than the pedagogical potential of traditional teaching methods. The case study method is an extremely effective tool that allows you to apply theoretical knowledge to solving practical problems. The problem of implementing the case method in the practice of higher professional education is currently very relevant, which is due to the general orientation of the development of education, focusing not so much on obtaining specific knowledge, but on the formation of professional competence, skills and mental activity, and the development of individual abilities. the program pursues two complementary goals, namely: further improvement of communicative competence (linguistic and socio-cultural) and the formation of professional qualities of students. Familiarity with the case (reading a professionally directed text in which the task of the specialty is formulated, in the original or with small abbreviations and minor adaptations, and subsequent translation), independent search for a solution (internal monologue in English), the process of analyzing the situation during the lesson



(monologue and dialogic speech, prepared and spontaneous, also in English) - all these are examples of communicative tasks.

Classroom communication associated with working on a case, which is characterized by argument, discussion, argumentation, description, comparison, persuasion and other speech acts, trains the skill of developing the correct strategy of speech behavior, compliance with the norms and rules of English-language communication. Students' comments on the content of the case are evaluated by the teacher according to the following skills: analytical, managerial, decision-making skills, interpersonal communication skills, creativity, oral and written communication skills in English (lexical and grammatical aspect). Therefore, the case study method includes both a special type of educational material and special ways of using it in the educational practice of the English language. According to the results of our applied research, it is established that the case study method can be used as extremely effective for achieving the goals of teaching a professional foreign language and intercultural adaptation. However, the use of this method in teaching a foreign language should be methodically justified and ensured. This is necessary both at the level of the organization of the educational process for the educational program as a whole, and at the level of planning it by an individual teacher. The disadvantages of using this method of organizing training include the fact that it is difficult to guarantee the independence of all tasks in the case of individual students.

The case method in foreign language classes is recommended to be used in groups that have a certain amount of knowledge in the specialty and a sufficient level of foreign language proficiency. In addition, being a complex and effective method of teaching, the case method is not universal and is effective only in combination with other methods of teaching foreign languages, since it does not itself lay down a mandatory normative knowledge of the language. Nevertheless, the use of the case method in the study of a foreign language increases the level of knowledge of a foreign language in general.

The method develops creative thinking; develops presentation skills; develops the ability to conduct a discussion, argue answers; improves the skills of professional reading in a foreign language and information processing; teaches to work in a team and develop a collective solution. In the context of interactive learning, students' sense of personal involvement in the educational process is enhanced and responsibility for their own educational results is formed. Discussion analysis of real situations, brainstorming, business game, project task



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