



The Importance of Using Case Studies in Teaching the Uzbek Language

Nilufar Dilmurodova

Associate Professor, Tashkent Financial Institute, Researcher of Tashkent State University of Uzbek, Language and Literature named after Alisher Navai

Annotation: This article discusses the importance of using case studies in teaching the Uzbek language. Cases in printed form and on electronic media are usually used in teaching practice - it is easier to work with information in this form than in audio or video versions, and it is easier to analyze. In addition, limited opportunities for multiple interactive efforts can lead to primary data corruption and errors. The possibilities of multimedia cases allow avoiding the above-mentioned difficulties and combining the advantages of textual information and interactive video images.

Keywords: use of case studies, in teaching practice, printed form, cases on electronic media, information corruption, text information, interactive video image.

Introduction

The name of this method is derived from the English word "case-study". In this case, "case" means a case, a box, a case, a volume, and "study" means learning, researching, doing science, academic subject, taking a lesson, studying. According to the English phrase "case - true life" about this method, a case is a "piece of real life". Accordingly, this method is also called "method of teaching practical cases". The plan of work to be carried out on each problem or topic studied by the case-study method, the details of their implementation, the sum of results and conclusions form a separate case. This method is aimed at using life situations in the educational process. This is one of the most urgent problems in the field of education these days. The ability to solve this problem shows that this method is of special importance. Therefore, in educational institutions in Western countries, the use of the case-study method, that is, cases, makes up 25% of the curriculum. In this regard, we will briefly touch on the importance of using life situations in educational institutions.

The relevance of using case studies in teaching the Uzbek language:

The application of the case-study method of education in the study of various situations consists of an educational process aimed at organizing the study of typical situations taken from life or requiring learners to search for appropriate solutions to relevant problems based on artificially created situations. This method allows learners to model their practical activities on diagnosing the life situation related to the subject, expressing hypotheses, identifying problems, collecting additional information, clarifying hypotheses and solving problems, and designing specific stages of their implementation. The use of cases dedicated to specific life situations connects the educational process with real life. In case studies, learners create a learning process. In the process of interaction, their real exchange of ideas occurs. A case gives learners the freedom to analyze, compare, and problem solve.

Material and methods

The meaning of the concepts of "case" and "case-study" are multifaceted, accordingly, multiple definitions are given below in order to more fully reflect their main features.



Case –

- 1) a description of the situation regarding the fulfillment of life tasks for specific purposes by learners, a set of materials that allow to understand and evaluate it and to express the problem and search for its appropriate solution;
- 2) a set of additional information, audio, video, electronic media, educational and methodological materials on the specified topic or problem and its solution;
- 3) actions taken to solve the problem, their results and conclusions.

Case study –

- 1) is an educational method based on a problem-situational analysis of a specific real or artificially created situation, which directs learners to express the studied problem and search for options for its appropriate solution.
- 2) in the process of implementing the educational goal set in the teaching of education, information-communication, management and other fields and solving the practical problem situation described in the case, which ensures the guaranteed achievement of educational results and in a uniform manner is an educational technology consisting of a set of optimal methods and tools.

Situation (Latin situation - condition) - a specific situation, a set of conditions and circumstances that create a situation. The situation described in the case consists of an idealized reflection of real or artificially constructed phenomena that reproduce typical problems in organizational life at a discrete (same) time in an institutional system (here and later - in an enterprise). A problematic situation is understood as a situation that threatens the subject of the situation to achieve current or future goals. As a teaching method based on the analysis and solution of practical situations, the case study was first used in foreign education in the field of law: it was first used in 1870 at the Law School of Harvard University. In 1920, Harvard Business School (GBM) teachers, relying on the teaching experience of lawyers, chose the analysis and discussion of specific situations in economic practice as the main method of education, and this teaching method began to be widely used. Since then, GBM has collected a rich collection of cases and brought this method to the level of an independent educational concept. For this reason, the case study method is often called the Harvard method. In its essence, the Harvard method consists of intensive training of students to solve practical situations using video materials, computers and software. There are two classical schools of Case Study - Harvard (in America) and Manchester (in Europe). Within the framework of the Harvard school, this method is considered to be the method of teaching the search for the only correct solution, and the second school (Manchester) offers a multivariate solution to the problem situation described in the case. American cases contain dozens of pages of text and many drawings. European cases are slightly smaller.

In business schools abroad, an average of 25% to 90% of the study time is devoted to the study of typical situations. For example, at the business school of the University of Chicago, 25% of the study time corresponds to cases, at Columbia University - 30%, and at Wharton - 40%. Its "first inventor" - Harvard, is the leader in terms of the number of hours allocated to conducting classes according to this method. A typical student will consider up to 700 cases during his studies at GBM and spend up to 90% of his study time for this.

In this case, it should be clarified: the weight of cases in schools specializing in financial sciences is much less than in schools consisting of basic subjects - management, marketing, information technology, personnel management, and the like.



In the field of education in our country, the case study is mainly used in the system of retraining and advanced training of specialists, especially in the field of management. In recent years, the interest of teachers in the development and implementation of cases has been observed in higher educational institutions.

Result and discussion

Describes the long-term performance of well-known and successful disciplines (goals, strategies, product modifications, work in different markets, etc.).

The educational purpose of such a case is to teach by example. Planned learning outcomes - remembering the right decisions, introducing the practices of well-known and successful enterprises and industries. A training case designed to gain qualifications and skills in the subject of study. Its educational purpose is to teach the audience an algorithm for performing certain actions. The listener should learn the following: to use a specific model, formula, calculation algorithm, to make the only correct decision in a given typical situation. A case study for analysis and evaluation. In such a case, the situation in a specific period of time is described, the problems facing the subject of the situation are identified and clearly expressed.

The listener must understand, analyze and evaluate the situation, make a decision on the problem. A case that teaches how to distinguish and solve problems, make managerial decisions. It has a situation described in complex form. The problem is included in the situation, but it is not clearly manifested. It is presented in the form of statistical data, enterprise reports, speeches of department heads, and so on.

Students should identify and express the problem, show methods and means of solving it. A case that encourages the development of new strategies and ways of development of the subject of the situation, new methods of assessment and the like. The peculiarity of such a case is that the problem of management is explained in connection with a certain type of enterprise activity and certain basic conditions. The listener is required to find new strategies and ways to develop the subject of the situation. In this case, there may not be a part of the information. Identifying the need for information and finding it is another task of the listener.

Conclusion:

In the situation described in the case, the parameters of the use of case studies in teaching the Uzbek language are expressed in the form of a clear set of variable factors. In other words, it consists of a list of relevant (important for solving the problem) information about the situation. The content of the situation is based on real events in the life of working projects or modeled enterprises, which are typical for the future activities of the listeners. Successful situational exercises can include conversations between different participants, and other journalistic methods and tools are used to help the audience (users of the case) feel the reality of the situation. The description of the situation in the case and its information supply can be different according to the following: depending on the size:

from a few sentences to hundreds of pages of text;

according to the level of detailing and wealth of information: the presence of information not directly related to the subject of analysis or, on the contrary, the absence of information about one of the elements of the situation.

Depending on the topic and purpose of the case, there may be information about the partners, opponents and (or) other acting persons with whom the subject of the situation works together, and the conditions on which the situation is valid and the basis for its change.



Supplementary materials used in the description of the situation, on the one hand, provide users of the case with the information presented in a specific structure necessary for solving it, and on the other hand, they form the visual informational basis of the situation.

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