

APPLICATION OF CASE STUDY FOR DEVELOPING SOCIOLINGUISTIC COMPETENCE OF LANGUAGE LEARNERS

Uzbek State World Languages University

Senior teacher: Khalikova Dildora

Abstract: In the context of an intercultural approach in teaching foreign languages, communicative competence is viewed as a complex polymorphic concept that integrates a number of competencies. Sociolinguistic competence (SLC) is one of the most important components for language learning process. Sociolinguistic competence is the ability of communicating effectively with others at the level of his/her development, aware of non-traditional factors such as the culture, lifestyle, general norms, history and other social situations of the representatives of the language with which he/she communicates, plays a role in ensuring successful communication. The article is devoted to developing the sociolinguistic competence of language learners acquired in case studies. And various types of case studies, its components and the conditions of language learning adaptation are considered.

Keywords: Case Study, speech exercise, developing sociolinguistic competence, the communicative situation analysis, casual relationship, mistake correction, searching for information.

In the context of an intercultural approach in teaching foreign languages, communicative competence is viewed as a complex polymorphic concept that integrates a number of competencies. Sociolinguistic competence (SLC) is one of the most important components for language learners. Sociolinguistic competence is the ability of a linguistic personality to organize his/her speech behavior adequately to situations of communication, taking into account the communicative goal, intention, social statuses, roles of communicants and the communication environment in accordance with the sociolinguistic norm and the attitudes of a particular national linguocultural community.

In terms of developing sociolinguistic competences of language learners, case studies are the most powerful student-centered teaching strategy which can provide a rich basis for developing students' intercultural and sociolinguistic competences, critical thinking, problem solving, communication and other life skills.

The term 'case study' covers a wide range of problems posed for analysis that students are required to make decisions about how they would respond to complex situations involving difficult choices. 'Case studies are, by their nature, multidisciplinary, and "allow the application of theoretical concepts...bridging the gap between theory and practice". Working on cases requires students to research and

evaluate multiple sources of data, help teachers to assess students' ability to synthesize, evaluate, and apply information by forcing them to make difficult decisions about cultural dilemmas. Case studies increase student proficiency with written and oral communication, as well as collaboration and team-work. "Case studies force students into real-life situations," training them in managerial skills such as "holding a meeting, negotiating a contract, giving a presentation, etc". Situational analysis is widely used in teaching practice. This is a method of quantitative and qualitative analysis of the situation in the West. By applying situational analysis, the researcher does not need to recruit a large number of case studies. It is enough for him to select one to consider it from all possible points of view. For a number of research problems, Case Study turns out to be the most economical and reliable method. The study of the origin of the method for studying specific situations (cases) shows that it arose at the beginning of the 20th century at the Harvard University business school as a kind of transposition of the technology of training lawyers, which had been established by that time, for training managers. The main feature of the method was the study of precedents by students, i.e. past situations from legal or business practice. Particular emphasis was placed on the independent work of students, in the process of which an abyss of practical material was viewed and analyzed. By the middle of the last century, the method of studying specific situations acquired a clear technological algorithm and began to be actively used not only in American, but also in Western European business education. One of the definitions of the method was formulated in 1954. It is a teaching method, when students and instructors participate in direct discussions on problems or cases (cases) of business. Case examples are usually prepared in writing as a reflection of current business problems, studied by students, and then discussed by them independently, which provides a basis for joint discussions and discussions in the classroom under the guidance of a teacher.

The Case Studies method thus includes specially prepared teaching materials and special techniques (techniques) for using these materials in the educational process. Today, two classic case study schools coexist - Harvard (American) and Manchester (European). Within the framework of the first school, the goal of the method is to teach the search for the only correct solution, the second presupposes the multivariate solution to the problem. It is characteristic that the method of studying specific situations is considered as a process with the allocation of such its main components as "discussion". Followers of the method traditionally use Case Studies in teaching on the basis of the principle of "the movement to the truth is more important than the truth itself."

A.M. Zobov sees an ideal concrete situation as follows:

- a typical, but entertaining story of a particular business or an existing case from the history of this business;

- internal intrigue, puzzle that needs to be solved;
- an abundance of information, the analysis of which is not trivial and requires the search for additional information;
- an actual problem that can give a continuation of the situation in the future.

With regard to the formation of sociolinguistic competence of language learners in independent education, the research method was implemented when performing research

Case Studies, which also combine descriptive and explanatory features. It is important for the teacher to lead the trainees to an awareness of the existence of a problem and the need to solve it, which requires a problem situation. Discussion of the problem situation, the formulation of the problem, the search for ways to solve it and the solution of the problem itself are possible with active speech interaction of students with each other and with the teacher as with equal speech partners. In the process of solving the problem, the teacher provides assistance at all stages of working with educational material; provides for the variability of educational and other problems and ways to solve them; informs students about the essence of the actions they perform, about the repertoire of their mental operations; encourages trainees to be aware of their actions based on reflection. The essence of the research method, in contrast to the method of problem presentation, is that the teacher develops and offers students problem communication and cognitive tasks of a research nature. Students realize and analyze the proposed problem, isolate the missing data on the basis of the analysis, approach to its solution, and argue for the decision. We believe that the Case Study is designed to implement this teaching method.

Case Studies, considered as speech exercises, are concretized in the tasks of analyzing the sociolinguistic conditions of a communicative situation, establishing cause-and-effect relationships, establishing and eliminating errors that prevent the choice of the correct register in communication. In the course of completing these tasks, students can discover fundamentally new information or explore what is already known, the main thing is that the mechanisms of creative thinking are involved and students acquire research experience. Comparison of the studied phenomena in the native and studied culture, the study of the problems of intercultural communication and introduction to a different national-linguistic cultural community by assigning someone else's speech experience based on the acquired sociolinguistic knowledge, skills and abilities is of a certain value when performing creative tasks.

Thus, at the stage of the development of sociolinguistic competence of language learners in controlled independent education, the use of Case Studies ensure the presence of a strategy and tactics for communicants, actualizes the relationships of communication participants, determines the productivity of statements and contributes to the development of speech activity and independence.

The list of used literature:

1. Bobrikova O.S, Ivanova V.I. (2016), Sociolinguistic competence in the professional activity of an English teacher // Yaroslav ped. Bulletin. № 3.155-159
2. Levina, M.M. (2001) “Technologies of professional pedagogical education”. Moscow: Academy, p.272
3. Daly, P. (2002). Methodology for using case studies in the business English language classroom. Internet TESL Journal. 8(11). <http://Daly, 2002/Techniques/Daly CaseStudies/>