

## Case Study in Teaching the Russian Language to Students of Non-Linguistic Universities

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### Abstract

The article substantiates the importance of teaching students the Russian language using the case study method. This goal can be facilitated by using case studies in the classroom. The classic case contributes to the development of skills for making an independent decision, the ability to work in a team.

**Keywords:** case studies, Russian language, communication, problems, interactive teaching methods.

Today, the main goal of education is not only the accumulation by the student of a certain amount of knowledge, skills, abilities, but also the preparation of the student as an independent subject of educational activity. At the heart of modern education is the activity of the student, directed by the teacher. It is this goal - the upbringing of a creative, active personality who knows how to learn, improve independently, and the main tasks of modern education are subordinated. Among interactive learning technologies, case technologies are becoming increasingly popular. Case technology (case method) is an interactive learning technology based on real or fictional situations, aimed not so much at mastering knowledge as at developing new qualities and skills in students. Its main purpose is to develop the ability to develop problems and find their solution, to learn how to work with information. At the same time, the emphasis is not on obtaining ready-made knowledge, but on their development, on the co-creation of the teacher and the student. The case method combines such well-proven methods as the project method, role-playing game, situational analysis and much more. When solving a common problem in the Russian language classes, joint activities are useful, which allow all students to fully comprehend and assimilate the educational material, additional information, and most importantly, learn to work together and independently. The essence of the case method is the analysis of a real situation, the description of which at the same time reflects not only some practical problem, but also updates a certain set of knowledge that needs to be learned when solving this problem. At the same time, the problem itself does not have unambiguous solutions. Being an interactive teaching method, it allows you to increase students' interest in the subject. The use of this technology helps to develop such important qualities for later life as sociability, social activity, the ability to correctly present one's opinion and listen to the opinion of another person. Case technology is applicable in teaching any subjects, if the main tasks set in the lesson are teaching the skills of critical thinking, independent decision-making. The most convenient for using case technology are Russian language classes, since it is in these classes when working with text that we bring students to one thought or another. The main stages of creating a case are distinguished:

Defining goals. Selection of the necessary sources. Selection and preparation of materials for the case.

Examples of case studies can be collections of practical tasks, collections of business games, CDs with presentations, and so on. The main difference between a case and a task is that the task has a solution and a path to it, even if there is more than one. Cases have many solutions leading to the disclosure of a particular problem.

Case methods that activate the learning process include:

the method of incidents, when the student himself must find the missing information;

method of parsing business correspondence;

game design;

situational role-playing game;

discussion method;

case study or situational analysis method (a method of analyzing specific situations, situational tasks and exercises).

Access to the database of modern educational materials.

Organization of a flexible educational process.

Increasing/reducing the time spent on preparing for classes.

Continuous professional development.

The possibility of implementing some elements of the educational process during extracurricular time.

Work with additional materials.

Permanent access to the database of consultations.

The ability to prepare yourself for all types of control.

Communication with other students in the group.

Mastering modern information technologies.

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 character, but its solution requires specific subject knowledge. Often, knowledge of several subjects is required to solve it. An obligatory element of the task is a problem question. It is only necessary to formulate it in such a way that the student wants to find the answer.

Case methods can be classified according to the kind of creative work they require. In particular, methods of incident, analysis of business correspondence and situational analysis are highlighted.

The most common today is the method of situational analysis, which allows you to deeply and in detail explore the problem. The student is offered a text with a detailed description of the situation that has arisen and a task is set that needs to be solved. Already implemented models can also be offered for analysis. In this case, the main task is to determine their expediency by analysis. Naturally, when using each of the listed methods, students also receive a package of questions to

which they need to find answers in order to understand the essence of the problem. In addition, case technologies involve both individual work on a package of tasks and collective work, which develops the ability to perceive the opinions of other people and the ability to work in a team. The content of the cases can be very diverse: works of art, films, cases can affect the students' own life experience and much more.

Thus, the emphasis shifts to the production of knowledge, and not to the mastery of ready-made knowledge. Students get the opportunity to correlate theory with real life, conduct a deep comparative analysis of texts and phenomena of life, in which future university graduates will need the ability to draw conclusions and defend their position.

By type and focus, cases can be divided into training, teaching, analytical, research, systematizing and prognostic.

Observing the solution of each case gives the teacher the opportunity to see if a person is able to think outside the box, creatively. If the work is carried out in a group, is the student able to pick up someone else's thought and develop it. Cases also differ in size. Full case studies (on average 20-25 pages) are designed for group work over several days. Condensed cases (3-5 pages) - for analysis directly in the classroom and imply a general discussion. Mini-cases (1-2 pages), as well as compressed cases, are intended for analysis in the classroom and are often used as an illustration of what is being said in the lesson.

Case solving is equally effective in group work, in pair work, and in individual work. The result of solving cases can be presented in the form of a presentation, project defense, miniature essay, oral presentation, and so on. With the skillful use of this kind of activity in the classroom, there is a spontaneous transition of students from external motivation for learning to internal regulation of self-learning. Thus, it becomes possible to maximally individualize the learning process. Tasks should not be primitive and be classified as case methods on formal grounds. Each case is a serious methodological development, which should take into account the age and creative abilities of students.

The controllability of the learning process lies in the fact that the right to select information (with the admissibility of the participation of students at the stage of preparing a case) belongs to the teacher. He can predict the course of the discussion, as well as options for proposed solutions. original non-standard solutions. Case - technologies today are opposed to such types of work as answering questions, retelling the text, etc. Case studies are different from ordinary educational tasks. This method contributes to the development of students' skills to make decisions independently; cases have multiple solutions and many alternative paths leading to them. Case studies should not be considered a universal method. Such methods are only an addition to the basic knowledge that is acquired in the traditional way. No analytical work can be intuitive, no serious conclusions can be drawn if there is no deep knowledge of the subject.

### **Conclusion.**

Case-technologies, on the one hand, are opposed to such types of work as answering questions, retelling the text, and on the other hand, they combine such methods as game design, role-playing, situational analysis, and analysis of business correspondence. Being an interactive teaching method, the case method allows you to increase students' interest in the subject and form key educational competencies.

Almost any teacher who wishes to implement case-technologies, having a manual and a set of situations in hand, will be able to do this quite professionally. However, it should be noted that the

choice in favor of the use of interactive learning technologies should not become an end in itself for the teacher in the educational process. After all, each of the named technologies of situational analysis should be implemented taking into account the educational goals and objectives, the characteristics of the group of students, their interests and needs, the level of competence, the regulations of many other factors that determine the possibility of introducing case technologies, their preparation and implementation.

The greatest effect in educational activities can be achieved with a systematic approach to the choice of traditional and innovative learning technologies, with their reasonable combination, complementing each other.

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