

# **KEYS METODU VASİTƏSİLƏ TƏLƏBƏLƏRİN MƏDƏNİYYƏTLƏRARASI ÜNSİYYƏT BACARIQLARININ FORMALAŞMASINDA ÇALIŞMALAR SİSTEMİNİN HAZIRLANMASI**

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## **Xülasə**

Dilin əsas funksiyası ünsiyyətdir və kommunikativ konsepsiyanın əsasında danışiq fəaliyyətinin subyektı kimi insan durur. İnsan danışiq fəaliyyəti prosesində real gerçəkliyi dərk edir. Kommunikasiya aktının başlıca məqsədi məlumatı, informasiyanı, fikri bir tərəfdən digərinə çatdırmaqdır.

Dünya inkişaf etdikcə, insanlarda xarici dilə yiyələnmək istəyi daha sürətlə artır. İngilis dili hazırda ünsiyyət, siyasi, iqtisadi və mədəni məqsədlər üçün işlədilən ən fəal dil hesab edilir. Bu səbəbdən də qloballaşan dünya xarici dilə yiyələnmiş təhsilli insanlara ehtiyac duyur. Bu baxımdan, dilöyrədənlərin üzərinə böyük məsuliyyət düşür. Dilöyrədənlər, yəni ingilis dilini xarici dil kimi tədris edən mütəxəssislər ingilis dilinin xarici dil kimi öyrədilməsində xüsusi metodikaya yiyələnməlidirlər ki, yaxşı nailiyyət əldə edə bilsinlər.

Ünsiyyətə müvəffəq olmaq üçün ən azı öz peşəsinə aid olan informasiyaya sahib olmaq lazımdır. Keys metodu vasitəsilə tələbələrin öz sahələri üzrə nəzəri bilikləri və praktik təcrübələri aktivləşir, fikirlərini ifadə etmək qabiliyyətləri inkişaf etdirilir, alternativ nöqtəyi-nəzəri dinləmək və özünkünü müdafiə etmək bacarıqları təkmilləşir, analitik və qiymətləndirmə bacarıqlarını həyata keçirmək qabiliyyətləri inkişaf etdirilir. Bundan başqa, Keys metodu tələbələrin qrup şəklində çalışmaq qabiliyyətini formalaşdırır, real həyat problemlərinin həllinə öz mövqeyini bildirmək bacarığını təkmilləşdirir.

**Açar sözlər:** Keys metodu, çalışmalar sistemi, mədəniyyətlərarası ünsiyyət, autentik mətn, integrasiya.

## **ПОДГОТОВКА СИСТЕМЫ УПРАЖНЕНИЙ ДЛЯ ФОРМИРОВАНИЯ НАВЫКОВ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ СТУДЕНТОВ ЧЕРЕЗ КЕЙС-МЕТОД**

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## **Резюме**

Основной функцией языка является общение, а в основе коммуникативной концепции лежит человек как субъект речевой деятельности. Человек понимает реальную действительность в процессе речевой деятельности. Основной целью акта общения является передача информации, сведений, идей от одной стороны к другой.

По мере развития мира желание людей изучать иностранный язык растет все быстрее. Английский в настоящее время считается наиболее активным языком, используемым в коммуникативных, политических, экономических и культурных целях. По этой причине глобализированный мир нуждается в образованных людях, владеющих иностранным языком. В связи с этим на преподавателях языка лежит большая ответственность. Преподаватели языка, то есть специалисты, преподающие английский язык как иностранный, для достижения хороших результатов должны владеть специальной методикой преподавания английского языка как иностранного.

Чтобы быть успешным в общении, необходимо владеть как минимум информацией, касающейся своей профессии. Посредством кейс-метода активизируются теоретические знания и практический опыт студентов в своих областях, развивается их способность выражать свое мнение, совершенствуется умение выслушивать альтернативную точку зрения и отстаивать свою, а также способность выполнять аналитические действия. и развиваются навыки оценки. Кроме того, Кейс метод формирует у учащихся умение работать в группе, совершенствует умение выражать свою позицию при решении реальных проблем.

**Ключевые слова:** Кейс метод, система обучения, межкультурная коммуникация, аутентичный текст, интеграция.

**Introduction.** The case method means "analysis of a specific, precise situation" in English. This method is a teaching technique that uses the description of real economic, social and business situations. Students have to understand the proposed situation, the essence of the problem, propose possible options or choose the most appropriate one.

Specialization-oriented foreign language teaching through the Case method takes into account the demands of society and the labor market and is accompanied by an increase in the quality of teaching in the higher education

system. The results obtained as a result of the study of the theoretical foundations can stimulate the development of theoretical ideas in the study of the problem of English language learning. Here, the professional direction of the students and the demands of the labor market should be taken into account by the teacher. It is necessary to involve students in the process of developing the case method, for example, studying the taught materials, discussing problems, making decisions, creative approach to obtaining the results of the case and their logical defense.

"Cases" should be based on real factual material or be as close as possible to a real situation [Barnes, 1994:10]. A teacher who applies case technology should be creative, proactive, organize the learning process, taking into account the needs and demands of students, their interests, should be able to properly plan his own and his students' activities in the learning process, should be able to create conditions that serve to achieve more effective learning results, should have deep linguistic knowledge, high intelligence, should be able to provide motivation for learning English in students, and should be able to ensure the achievement of more successful learning results by effectively organizing the process of learning English as a foreign language.

### **The application of case technology.**

The application of case technology provides the ability to achieve communicative competence by using language functionally, freely and creatively as a result of mastering linguistic knowledge [King, 1990:65]. Reflecting professional knowledge in English, participating in debates, communicating, directing the assimilation of theoretical knowledge to the formation and development of pragmatic habits and skills is carried out through the Case method. These types of tasks are useful for both individual and group work, and at the same time, it should be instilled that they are very useful for the development of students' critical thinking. Because they learn to analyze the situation, make optimal decisions and understand the main problem related to this situation in a foreign language.

The case method has a positive effect on the formation and development of intercultural communication skills in English of high school students of various orientations and is observed by the logical understanding of the student's different language competencies in the professional aspect. This includes linguistic competence, intercultural competence, discursive-strategic competence, informational competence, linguistic-professional competence.

It is observed that in recent times, work has been carried out in various directions of the formation of students' communicative competence in English. During the study of the taught language, it is important to pay attention to the main types of conversational activities such as reading, oral speech, and listening comprehension. In order to properly teach the mentioned types to students learning English, it is currently preferred to use the Case method. The integration of this method into the teaching process determines the development of students' intercultural communication skills in English, which highlights the relevance of the topic.

The Case method can be used in the English language teaching process in lectures and seminars on English language teaching methods, as well as in the preparation of various scientific and methodological works. Unlike other teaching methods, the main goal of this method is to engage students in discussion. The teacher presents the information and the student is free to decide and voice his decision. Especially in the Case method, the development of students' intercultural communication skills is in the foreground. Students are faced with a series of life problems from different people and asked what decisions they can make at that moment. A teacher using the Case method creates conditions for students to express their opinion using the information given to them about the presented topic [Kramsch, 1996:199].

For elementary or pre-intermediate English learners, a simple Case assignment may be only a page or two long, while a more complex Case assignment may be ten pages or more. Solving a simple task involves making suggestions or deciding on the best option. After covering the topic, teachers can use a short Case assignment to allow students to apply the language they have learned and combine it with the skills required to communicate effectively in meetings and presentations. Longer, more complex assignments are time-consuming, so students are encouraged to read the material and answer the homework guide questions before class. If complex case assignments are used, teachers should consider how to integrate them into the curriculum.

#### **The steps of the case method.**

The case method usually involves the following steps:

Step 1: The teacher introduces the situation and, if necessary, relevant vocabulary.

Step 2: Students read the assignment and analyze the supplemental materials.

The following procedure can help students analyze the task in a systematic way:

- describe the context of the situation/problem;
- describe the main issues/problems;
- describe the causes of the problem (usually there are more than one);
- identify possible solutions;
- determine the advantages and disadvantages of each option;
- decide on the best solution/action;

Step 3: Students discuss possible solutions, usually in small groups.

Students can visually represent aspects of a case by mapping the elements of the story and the relationships of the people involved, the causes of the problem, and possible solutions.

Step 4: Students present and justify their solutions, usually as a group.

Step 5: Everyone participates in a feedback session, usually led by the teacher.

Step 6: Students reflect on the example and the procedure itself.

The duration of each step, especially the reading and discussion steps, depends on the length and complexity of the task.

Before starting the Case assignment, teachers should answer the following questions:

1. Features of the case assignment:

– What is the approximate time required for task analysis and presentation and discussion of solutions?

– Is the task realistic and complex enough – does it have enough facts and background information and is the supporting documentation provided that is essential to solving the case?

– Should students research additional information? If so, how can they get them? Are questions asked to guide students?

– How will the solutions be presented - through whole group discussions, presentations or a final report?

2. Prior knowledge and motivation of students

– Can students relate to the situation presented in the example and do they have the necessary experience to analyze and solve the problem?

– Do the students have sufficient linguistic competence (lexical and grammatical knowledge) to understand the text and can they generate appropriate vocabulary and grammatical structures during discussion?

- Do students have the necessary knowledge of language functions to participate in discussion (e.g. expressing an opinion, concluding an argument, agreeing, disagreeing, politely interrupting, stopping when wanting to continue talking, reaching an agreed conclusion)?

- Do students have the skills to write a report or make a presentation?

### 3. Evaluation and feedback

- Will the students be evaluated? If so, what skills will be assessed? What criteria will be applied?

- Will there be ideas about the content and procedure of the case assignment?

- How will feedback on language and functional skills be provided?

The importance of developing students' intercultural communication skills through the Case method is that this method is very beneficial for people in different countries to feel each other's situations, hear each other's ways of life and thinking in different situations [Bowers, 1996:29].

In this method, the fact that events are related to real life creates interest in students and can ensure the combination of theory and practice. When students connect practice with real-life situations, they review current theory, draw conclusions, and propose solutions to problems at their own level by drawing attention to the results. Collaboration as a team or as a result of discussions involving the entire audience plays a major role in coming up with different training solutions and exploring the advantages and benefits of each.

There are many interesting forms of tasks to develop students' comprehension skills. One of such tasks is the preparation of relevant tasks. Relevant assignments refer to how students acquire reading and listening skills outside of the classroom. Some teachers consider the use of authentic texts to be the best option at this time. Authentic texts can include any form of text related to or in the real world. It can also include anything from an English-language TV show to email texts. These texts are not designed for teaching material and it is important to recognize that these texts cause difficulties for teachers and students when they are used as teaching material due to their material level.

When developing students' intercultural communication skills through the Case method, this method combines two elements: 1) the situation itself, 2) discussions related to that situation. During the development of students' intercultural communication skills through the Case method, the involvement of real world facts in the discussion and the creation of both group and individual

discussions lead to an increase in students' language learning abilities. H. Brown writes: "Using the Case method in education requires providing students with information. Since that information is related to the country the students are studying, it both interests these students and forms their ability to speak and think freely in the foreign language they are learning" [Brown, 2000:152]. In this case, the main goal is not the analysis or conclusion of the discussed issue. The main work is considered to be students communicating with each other about the discussed issue, sharing their thoughts, observing different options and increasing classroom activity. In such a case, the question arises that even if we keep the pronunciation of the term "case" in English as it is in Azerbaijani, what does this method, which is actually translated as the case method and carries only that meaning, include? H. Dumez writes in this regard: "Cases are stories, incidents, texts, etc. that combine information and create conditions for analysis. Participants (since our target is students, we will refer to students) can make decisions about the information they receive, come to any subjective conclusions, and even include evaluation. Cases use the official materials of the country where the language is studied as an object" [Dumez, 2015:43]. For example, when we study English, we can use the data used by Harvard University or the Kennedy School.

Cases used in developing students' intercultural communication skills through the Case method involve problems to be decided or solved, or involve the evaluation and revision of existing policies, practices or proposals. The most effective Case method is called methods involving real events.

The case method requires students to analyze the application of theory and practice that they see in their textbooks or hear in lectures and make choices about which theory or concept to apply.

The information used during the case method differs from the examples used in other textbooks and lectures. The advantage of the case method is that it provides students with information but does not provide them with any analysis. After getting the information, the students analyze and come to their own conclusions.

J.Heath writes that the data used by the cases should be complex and non-standard data [Heath, 2006:90]. These data are considered separate and unrelated data. The data included in the case method is not the data used by any analyst. There is no clean or easy answer to this data. The cases provide a rich contextual source for discussion with the information they offer and allow students to

reinforce what they have learned in class using the information they have acquired. The same information may be presented multiple times in the same course.

One of the issues that attract attention when developing students' intercultural communication skills through the Case method is the involvement of students' views on history. What does it mean? After the students express their opinion on the proposed topic, the teacher presents them with the material related to the origin of the event. The material is in the form of a video, or in the form of a short lecture, in the form of an article, etc. can be in the form of At this time, students observe the reality of the event and consider the issues between their imagined situation and the real situation and exchange ideas. At this stage, a great responsibility falls on the teacher. In any case, the teacher should not create such conditions that the students consider that the solution to the problem is the only "correct" option.

In the audience, students analyze the information related to the event, the topic presented to them, the real world - truth, and try to solve the solutions to that information through discussion. Discussions can be conducted in a variety of ways. For example, the teacher can ask students a direct question and direct the students' attention to that topic, and the teacher can also use open-ended question-and-answer forms. As a group, students can discuss with each other and exchange ideas on the topic.

In developing students' intercultural communication skills through the Case method, the purpose of the Case method is that they can quickly grasp a difficult problem, come to a quick and appropriate solution, and communicate with other students about the current issue, as well as the way of thinking of other nations, especially the nation where the foreign language is studied, let him succeed in becoming familiar with his attitude to the event. At the same time, the Keys method is able to achieve the following: to make students very interested; create a live situation and achieve communication; study of historical or real facts; different techniques and procedures of language learning, etc. [Louis, 1994:47]. At this time, students can be asked difficult questions of various contents, which allow students to learn their specialties in depth. For example, let's present a text and discuss students' attitudes toward the late Princess Diana, a member of the British royal family:

Diana, Princess of Wales was a member of the British royal family. She was the first wife of Charles, Prince of Wales, the heir apparent to the British



throne, and the mother of Prince William, Duke of Cambridge, and Prince Harry, Duke of Sussex.

Diana was born into the Spencer family, a family of British nobility, and she was the youngest daughter of Viscount and Viscountess Althorp. She grew up in Park House, situated on the Sandringham estate, and was educated in England and Switzerland. In 1975, after her father inherited the title of Earl Spencer, she became known as Lady Diana Spencer [www-writing.berkeley.edu].

The presented text may seem ordinary to us. However, an Azerbaijani student presents this text to an Englishman from England and at the same time wants to talk about Diana's intimate secrets taken from the Internet. The English student does not want to talk about it. He remembers Diana's good deeds for their country, says that he does not want to touch on these and other issues. One aspect of the effect of the case method on students' intercultural communication is that cultures should be expected to adapt to each other when interacting.

### **Conclusion.**

The use of an active learning method such as a Case (concrete situation) in teaching foreign languages creates opportunities for students to apply theoretical knowledge to solving practical problems. This method helps the formation and development of analytical and evaluation competence (competence) in students in the process of discussion and decision-making in a real concrete proposed or modeled situation.

As it can be seen, the role of the teacher in developing a system of studies for the formation of students' intercultural communication skills through the Case method is very important. During the teaching process, the teacher should get to know his students closely, and know their knowledge level so that he can design a suitable task for them. Which type of task or which method to choose during foreign language teaching depends on the teacher. Here, the pedagogical ability of the teacher comes to the fore. The teacher must be able to decide which method to choose, taking into account the desired learning outcomes and the composition of the audience.

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## Məqalə tarixçəsi

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