

THE IMPACT OF CASE STUDY METHOD ON ENGLISH LANGUAGE ACQUISITION IN HIGH SCHOOL STUDENTS

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Abstract: *The study examines the effectiveness of the case study method in teaching English. Using a mixed-method approach data was collected through classroom observations and students surveys. The results show that students who engaged in case study learning demonstrated improved language skills and critical thinking abilities. Those findings suggest that case study method can be a valuable tool in language instruction.*

Key words: *case study, problem solving, Harvard Business School, since 1967, scheduling case study.*

INTRODUCTION

In an increasingly world, proficiency in English has become essential for academic and professional success. Traditional language instruction methods often emphasize rote memorization and passive learning, which may fail to engage students effectively. In contrast, the case study method offers a dynamic approach that encourages active participation, critical thinking and real-world application of language skills. This pedagogical strategy allows learners to explore complex scenarios, fostering deeper understanding and retention of language concepts

The case study method, rooted in experiential learning theories, involves the analysis of real or hypothetical situations, that challenge students to apply their knowledge in meaningful contexts. This approach not only enhances language acquisition, but also develops essential skills, such as problem-solving, collaboration and communication. This paper aims to explore the effectiveness of teaching English through the case study method by examine its theoretical foundations, practical applications and outcomes in different educational contexts. Through a comprehensive review of existing literature and empirical studies this research will highlight



the benefits and challenges of this innovative approach, providing insight for educators seeking to enhance their teaching practices.

The case method which was first used in the fields as law and medicine as early as the 19 th century, gained notoriety after it was introduced at the Harvard Business School in 1910 as a method to teach graduate students to analyze actual and hypothetic business problems. It has been gradually adapted by other disciplines such as psychology, teacher training and language learning. (Niculina Nae, 2019)

Since 1967 teacher teaching subjects like English for specific purposes have included case study method in their teaching methodology. This method make students practice linguistic skills. Henceforth, learners become competent enough to speak out and write their views about the topics that concern them. Practising case study method facilitates the professional growth of students. Since this method needs collaborative efforts of the students, ghey can easly dispel the monotony of English language teaching (Venkateswari, 2023).

In this case, the case study method is the good way to solve educational problems, because it contains the most realistic picture and concrete facts and also have a stable set of characteristics. Each case should include the following aspects, problem, conflict, role, event, activity, temporal, spatial.

Objectives of the case method:

- 1) In-depth study of the subject
- 2) preparation for contest, examinations
- 3) individualization of the educational process (Jossey Bas, 1998).

In addition, case study method is very important to fulfill two conditions. The case material must be of professional interest to students personal contributions to his education of his "team ". Moreover the need to speak to group members with the justification of their opinion in a non-native language forces students to carefully prepare logically built their statement (Mamutova and Tursunbayeva).

Scheduling Case Study

Teachers can use case study method in the classroom when students have gained sufficient knowledge of grammar and vocabulary. In fact, it will be apt to use this method at the close of



semester, also announcement has to be given at the beginning of the course that there will be case study discussion for awarding marks. Hence, students try to grasp syntax and try to perform all the speaking activities will great attention.

Case study method will be absolutely beneficial to the students when they realize the importance of eloquence needed for doing a discussion, which will form a part of the job that they may be doing in their future. In turn, even the recalcitrant students show keenness on taking up the tasks assigned to them. Above all, introducing this method at an apt time depends on the teachers' understanding of their student's standard and rate of their acquisition of English knowledge (Venkateswari, 2023).

In conclusion, teaching high school students through case studies can significantly enhance their critical thinking, problem-solving, and analytical skills. Research indicates that this method promotes active learning, as students engage with real-world scenarios, encouraging deeper understanding and retention of material. Case studies foster collaborative learning environments, where students work in groups, facilitating discussion and diverse perspectives. This approach also helps bridge the gap between theory and practice, making lessons more relevant and applicable. Moreover, students often report higher motivation and engagement levels when learning through case studies, as they can see the direct impact of their learning on real-life situations. Overall, incorporating case studies into high school curricula can lead to improved educational outcomes and better prepare students for future academic and professional challenges.

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