ISSN:2828-6235
Impact factor:13.77

International Journal of Literature and Language Studies(IJLLS)

USING THE CASE-STUDY METHOD TO DEVELOP STUDENTS' SPEECH COMPETENCE IN UZBEK LANGUAGE LESSONS

Saliyeva Feruza Narbayevna
Teacher of Uzbek (State) Language at Secondary School No. 47 under the Department of Public Education of Qo'ng'irot District, Republic of Karakalpakstan

Doi: https://doi.org/10.5281/zenodo.22900390

Abstract: This article examines the problems of developing students' speech and communicative competences when teaching the Uzbek language (as the state language) in Russian, Kazakh and Karakalpak classes of general secondary schools. Based on the advantages of the modern "Case-study" (problem-based situation learning) method, step-by-step methodological recommendations for its use in the lesson process have been developed. Samples of life-based cases specific to different age groups (grades 5–9 and 10–11) and criteria for assessing students' speech are presented through practical examples.

Keywords: state language, speech competence, case-study, problem situation, interactive education, speech culture, assessment criteria, language teaching methodology.

1. INTRODUCTION

Today, the main goal of the National Curriculum operating in our country's education system is not only to form theoretical knowledge in students, but also to develop practical skills (competences) that can be applied in real life. Ensuring the implementation of the Law of the Republic of Uzbekistan "On the State Language" and increasing the effectiveness of teaching Uzbek as the state language in related (Kazakh, Karakalpak) and Russian-medium classes of general secondary schools places great responsibility on today's educators.

Many years of experience show that in classes where Uzbek is taught as a second language, mechanically memorizing grammatical rules or simply translating texts does not create a sufficient foundation for students to speak freely. A student may know a rule but still encounter a "language barrier" when entering into communication in a social environment. Therefore, the use of the Case-study method, which immerses students in real-life situations during lessons and encourages them to think and find solutions in Uzbek, is currently the most effective way to create a communicative environment in the group.

2. LITERATURE REVIEW AND METHODS

Case-study (problem-based situation learning) is a method of organizing a lesson based on materials that reflect a specific real or near-real problem situation (case). This method requires learners to analyze the problem, search for ways out of the situation, and present and defend the most appropriate solution in the Uzbek language.

The use of the case method in state language lessons has the following pedagogical advantages:

1. It activates the lexical base: The student is compelled to bring words from their passive vocabulary into active speech.
2. It ensures speech freedom: The fear of making mistakes disappears because attention is focused not on the rule but on solving the problem.

3. It develops creative and critical thinking: Students learn to express their personal attitudes in the Uzbek language.

The teacher must select the complexity of the cases according to the class level and the students' language proficiency (A2, B1). During the research, cases were tested among Russian-, Kazakh- and Karakalpak-speaking students of grades 5–11 at School No. 47 in Qo'ng'irot District.

3. RESULTS

Based on the lessons conducted and methodological experiments, two ready-made case samples suitable for use in state language lessons were developed:

Methodological case sample for grades 5–9:

• **Section (Topic):** Market and shopping culture / Everyday communication etiquette.

• **Situation (Case):** "You are going to visit someone with your friend and, on the way, you enter a national sweets shop. The price of the cake or sweet you have chosen is written on the counter as 50,000 soums, but the seller at the cash desk demands 65,000 soums from you, saying that it is a newly arrived batch. You have exactly 55,000 soums with you."

• **Task for students (Problem):** 1. How will you resolve the misunderstanding with the seller in a polite manner in Uzbek? 2. What suggestions will you make to the seller so that your money is sufficient?

• **Form of application in the lesson:** Students are divided into groups of 3–4 and stage the conversation in the form of a dialogue.

Methodological case sample for grades 10–11:

• **Section (Topic):** Career guidance / Modern ICT and the foundation for the future.

• **Situation (Case):** "You have graduated from school and come for a job interview at a Logistics and IT company. The interview is being conducted in Uzbek. The company manager asks you why they should hire you specifically and what benefit you can bring to the team."

• **Task for students (Problem):** 1. Prepare a 2-minute presentation speech in Uzbek that can attract the management's attention to you. 2. Effectively use key words such as "goal", "responsibility", "teamwork", "ICT skills", and "development" in your speech.

4. DISCUSSION

To successfully implement the Case-study method in the lesson, the teacher should follow the following step-by-step time allocation and guidelines:

Stages	Allocated time	Tasks of the teacher and students
1. Introduction	5 minutes	The teacher explains the content of the case. Unfamiliar words are written on the board and their translations are provided.
2. Analysis and research	15 minutes	Students discuss the solution to the problem in Uzbek in groups and construct sentences.

3. Presentation	15 minutes	Each group defends its solution through a speech or a staged performance.
4. Conclusion and summary	5 minutes	The teacher generally corrects typical grammatical mistakes made and evaluates the groups.

Criteria for assessing the results achieved by students:

• **Communicativeness (40%):** The degree to which the student can enter the situation and explain their thoughts to others in Uzbek.

• **Vocabulary and argumentation (30%):** The ability to find appropriate words for solving the problem and to substantiate their own opinion.

• **Grammatical consistency (20%):** Compliance with the laws of the Uzbek language when constructing sentences.

• **Activity and teamwork (10%):** The culture of listening to the opinions of other group members and continuing the communication.

5. CONCLUSION

In conclusion, organizing Uzbek language lessons in related-language and Russian-medium classes of general secondary schools on the basis of the Case-study method yields very high results in developing students' speech competence. This method ensures the transition in the lesson from a mere memorization environment to a lively and interactive communication environment. In the process of solving life problems in Uzbek, students feel the practical importance of the language. This, in turn, contributes to their becoming competitive specialists who can communicate freely in the state language in society in the future.

REFERENCES

1. National Curriculum for the subject "Uzbek language (state language)" of the Ministry of Preschool and School Education of the Republic of Uzbekistan. – Tashkent, 2023.
2. Decree of the President of the Republic of Uzbekistan No. PF-6084 of 20 October 2020 "On measures to radically increase the prestige and status of the Uzbek language as the state language".
3. Ishmukhamedov R., Abdukodirov A., Pardayev A. Innovative technologies in education (practical recommendations). – Tashkent, 2008.
4. Zaripova R.A. Methodology of teaching foreign languages. – Tashkent, 2002.
5. Tolipov O'., Usmonboyeva M. Applied foundations of pedagogical technologies. – Tashkent, 2006.