THE USE OF CASE-TECHNOLOGY IN THE PROCESS OF DEVELOPING MONOLOGUE SPEECH IN RUSSIAN LANGUAGE CLASSES

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ABSTRACT

The introduction of modern technologies in the process of teaching the Russian language has become an important aspect of modern pedagogy. One of the most promising methods is the use of case-technology for the development of monologue speech in Russian language classes. In this article, we will consider the advantages and consequences of using case-technology for the development of monologue speech in Russian language learners.

Keywords: languages, case studies, information work, conferences, technologies.

INTRODUCTION

The development of monologue speech is an important aspect of teaching the Russian language in universities. According to the international subject-methodical study PISA-2015, the monologue was evaluated according to two indicators: peremptory and fulfillment of the monologue plan about the advantages. Only 2% of participants were able to consistently and clearly present the main points of the monologue to the recipient.

Background and rationale

The rationale for the use of case technologies in universities for both general and specific purposes (including the training of qualified specialists in practical fields) is quite logical. Typically, a case author starts with a title and a key question, then creates a situation to analyze the underlying problem in a given study and develop related areas of consideration aimed at identifying aspects of the underlying problem. The main purpose of discussing cases with students in all these studies is not to find a "true solution", but to help students recognize several possible solutions in a real life situation or, preferably, several converging pieces of information leading to a collective conclusion about the dilemma facing students in this matter. conducted by the Case Center of the University of Massachusetts under the direction of Professor Howard Reed. This method was introduced into Russian educational science in the 1990s and was declared in the Russian Federation by the INNOVEST case methodological service as an intellectual innovation.

Modern didactic technologies lead to a rethinking of the concept of a teacher: he does not perform the function of the only transmitter of ready-made knowledge, but carries out educational activities in project, expert and consulting modes. They help students in choosing the necessary information, checking this information and consolidating the knowledge gained. In this context, the use of case technology based on the project method serves as an excellent tool for organizing independent work of students in all languages, including literature, and developing speech when using the Russian language.

In recent years, the concept of case technology has attracted significant attention in the field of language education. Case technology, also known as case studies, is an educational approach

that involves the use of real-world scenarios, or "cases," to facilitate learning and problem-solving skills. This method is widely used in various fields such as business, medicine, and law, and has shown promising results in the development of critical thinking, communication skills, and decision-making skills. In the context of teaching Russian, case technology can be adapted to improve language proficiency, especially in the development of monologue speech. However, the process of developing monologue speech can be challenging, especially for students who are not native speakers of Russian. Case technology provides a unique opportunity to solve this problem by providing students with real-life scenarios that require them to speak monologuely. For example, students might be presented with a scenario in which a Sim should give a presentation to a group of colleagues or give a speech at a conference. This scenario can stimulate students to monologue by using vocabulary, grammar, and sentence structure to convey their thoughts and ideas.

One of the main advantages of using case technology in the development of monologue speech is that it gives students contextual language practice. Unlike traditional language teaching, which often focuses on individual language skills, case technology combines language skills such as listening, speaking, reading, and writing into a single and meaningful context. This approach allows students to apply language skills in real-world situations, which increases their ability to communicate effectively in Russian.

Another benefit of using case technology is that it promotes active learning and encourages learners to take ownership of the language learning process. In traditional language classes, students often rely on the help of the teacher for language and guidance issues. In contrast, case technology requires students to actively study the material, analyze the scenario and develop solutions using Russian language skills. This approach contributes to the development of independence, motivation and involvement of students, which are necessary to improve the level of language proficiency. For example, students may be presented with scenarios that are relevant to their interests, such as cultural events, historical figures, or social issues. This approach ensures that students are engaged in the learning process and are more likely to use monologue speech.

For a more reliable assessment of the level of language proficiency, case technology can be used. Traditional language tests often focus on individual language skills that may not accurately reflect students' ability to communicate effectively in real-world situations. Case-based testing, on the other hand, assesses students' ability to apply language skills in a holistic and integrated way, providing a more complete picture of their language proficiency.

The use of case technologies can contribute to the professional growth of teachers and cooperation. Teachers can collaboratively develop and implement case scenarios that meet the needs of their students, fostering collaboration and sharing of best practices. This approach can also provide a platform for teachers to reflect on their own teaching practices and identify areas for improvement. One of the main challenges is the need for teacher training and support to effectively develop and implement case scenarios. Teachers may need professional development opportunities to learn how to adapt case technology to their learning context. Scenarios should be designed to reflect the diversity of backgrounds, interests and experiences of students. In addition, teachers must ensure that scenarios do not perpetuate stereotypes or cultural biases.

CONCLUSION

In conclusion, I would like to note that the use of case technology for the development of monologue speech in Russian language classes can revolutionize language education. By providing students with real-life scenarios, case technology allows students to engage in meaningful language practice, promotes active learning, and promotes language proficiency. Despite the fact that the use of case technology is associated with certain difficulties and limitations, the advantages far outweigh the disadvantages. In the future, language teachers may explore the potential of case technology to develop digital resources, such as online platforms and multimedia materials, that can contribute to language learning. In addition, scientific research can be conducted to study the impact of case technology on the level of language proficiency, student motivation and professional growth of teachers.

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