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Methods of applying case studies in teaching Russian at universities

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Abstract. Modern education is undergoing extensive changes associated with the rapid development of interactive teaching methods. The purpose of this study was to investigate the practice of using the case method in Russian as a foreign language classes in higher education institutions. The study considered the key requirements for the application of the case method in teaching and developing critical thinking and supporting student independence. The study was aimed at investigating the effectiveness of the case method in improving student performance, language knowledge, critical thinking skills, and cultural understanding. The study examined modern tools that help improve the language skills of future specialists in various fields. The use of the case method in university classes is relevant for creating diverse educational formats that meet the requirements of modern society. The study found that the use of the case method in university classes is necessary for teaching students, as it prepares them for their future profession. The key findings of the study revealed that the case method creates a dynamic and interactive learning environment, promotes active student participation in learning, and a deeper understanding of the Russian language and culture. The case method helps to form a stable worldview and communicative competence. The findings of the study can be applied in the work of teachers in higher education and general education institutions. The study also discussed the significance of these findings for language teachers and suggested future research areas in the application of the case method in teaching

Keywords: interactive teaching methods; Russian as a foreign language; case method; effectiveness; modern technologies

■ INTRODUCTION

One reason for the increased interest in Russian is its status as an international language. Russian is one of the six official languages of the United Nations and is also the language of international communication in the former Soviet Union countries. This makes it a valuable tool for trade and cultural ties with Russian-speaking countries. In Kyrgyzstan, the key focus is on developing Russian not only as an official

language, but also as a language of interethnic and intercultural communication. The status of Russian as a language of interethnic communication is prescribed in Article 3 of the Constitutional Law of the Kyrgyz Republic No. 140 "On the State Language of the Kyrgyz Republic" (2023).

The case method contributes to the development of communicative competence. According to Y. Rozhkov (2023),

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the role of the case method in teaching is that it allows for objective assessment, identification of situations and problems, and consideration of the interests of learners. The case method is an effective method in education if its application is part of a system of practical exercises using the Russian language as an example. The use of the case method in Russian language classes as a second language in higher education institutions has proven to be an effective and interesting approach for language learners. S. Gruzko-va & A. Kamaleeva (2013) considered the emergence and problems of introducing the case study method into professional education: "Case studies are aimed at mastering not only specific knowledge and skills, but also at developing the general intellectual and communicative potential of the learner and the teacher". According to A. Bakhtina (2016), "case studies are a method that contributes to the development of communicative competence".

E. Aryukova *et al.* (2020) noted that "the case method can be viewed as a means of getting students more involved in learning, thereby helping them develop creative thinking and the ability to make decisions independently when faced with problems". The case method is a teaching method that involves analysing and discussing real situations or scenarios. This encourages students to take an active part in the learning process, apply their knowledge, and develop critical thinking skills that they can use in their future professional activities. T. Grishina (2018) noted that "the methodological and educational principles of the case study method can be effective in teaching social sciences and humanities".

O. Apanasenko (2020) pointed out that the case study method is a modern pedagogical technology, and therefore its mastery by teachers is relevant for improving the effectiveness of the educational process. The features and specifics of using interactive methods for teaching Russian to students from national groups in higher education institutions were discussed. The use of interactive forms of teaching in the educational process is one of the requirements for the implementation of basic educational programmes. Interactive teaching methods enable students to freely exchange knowledge, opinions, and ideas, and contribute to the creation of a study group team (Opanasenko & Chernenko, 2022). During creative work, a special atmosphere of cognitive activity is created, based on feedback, collective experience (representing the sum of the individual efforts of each participant in the educational process) and mutual evaluation of joint activities.

Notably, when case technologies are used in Russian language and literature classes, more time is allocated for group work and intergroup interaction, which allows for the development of communicative and social competences with a focus on mastering the skills of applying existing knowledge in specific situations to solve problems of practical significance. Language skills are an essential component of developmental education (Kalmatova *et al.*, 2024). The methodology of teaching Russian as a foreign language allows applied tasks to be solved when learning Russian in

higher education: first and foremost, to develop techniques and use methods of teaching Russian as a non-native language that can ensure the achievement and fulfilment of the relevant competences. Interactive teaching methods are increasingly being used in the teaching of Russian at universities, which substantially expand the possibilities of the educational process. However, conventional teaching methods also stay relevant and in demand.

The purpose of this study was to consider some aspects of case studies as a method of active problem-situational analysis in Russian language and literature classes using the example of case studies employed in Russian language classes as a non-native language in higher education. The study analysed the key problems faced by teachers of Russian language and literature, such as the diversity of the linguistic and cultural environment of students, different teaching and assessment methods, and the use of modern interactive technologies in the educational process. Particular attention was paid to the individualisation of teaching, interactive applications, and teaching programmes that allow for the effective adaptation of teaching materials to concrete professional tasks.

■ MATERIALS AND METHODS

This study was based on an analysis of the theoretical and practical aspects of using the case method in teaching Russian as a foreign language in higher education institutions. The study employed methods of analysis and synthesis of scientific literature devoted to the problems of teaching Russian as a foreign language, as well as methods of generalisation and systematisation of practical experience in applying the case method in the educational process. The study examined various approaches to the use of the case method, including the analysis of concrete case examples, role-playing games, and web quests used in Russian language classes. Particular attention was paid to analysing the effectiveness of the case method in developing students' communicative competence, critical thinking and understanding of the cultural characteristics of Russian-speaking society.

Furthermore, the study analysed modern interactive and innovative teaching methods applied in teaching Russian as a foreign language. Various recommendations and strategies aimed at improving the effectiveness of teaching Russian as a foreign language were also investigated, including the communicative approach, vocabulary building, and cultural immersion. The findings of the study were obtained based on the analysis and generalisation of experience in teaching Russian as a non-native language in higher education institutions, as well as on the analysis and synthesis of scientific literature on the subject. Overall, the study covered a wide range of studies on teaching Russian as a non-native language. These included studies by researchers such as M. Goncharova (2004), E. Barakhsanova *et al.* (2012), D. Abykenova & A. Asainova (2017) and others. A total of 23 literary sources were analysed in this study.

■ RESULTS AND DISCUSSION

Essence and role of the case method in the educational process

The case method is one of the most popular and effective teaching methods used in higher education. It involves active student engagement in the learning process, based on the analysis and discussion of situations called cases (Goncharova, 2004). Moreover, the case method allows for the integration of various language skills and areas of knowledge. Students can apply their grammar, vocabulary, and cultural knowledge to understand and solve cases. This interdisciplinary approach helps students see the interconnection between various language components and strengthens their overall knowledge of the language.

In the context of learning Russian as a second language, the case method offers many advantages (Shvedova, 2020). Firstly, it enables students to immerse themselves in authentic Russian language and culture. According to N. Tairova & N. Almatova (2021), by studying real-life situations such as job interviews, social interactions, or business negotiations, students gain a better understanding of the nuances of the language and cultural context. Secondly, the case method promotes active learning and student engagement. Instead of passively listening to lectures or memorising vocabulary, students take an active part in analysing and discussing cases. This active participation improves their language skills as they practise speaking, listening, reading, and writing in Russian. To effectively apply the case method in Russian as a second language classes, teachers need to carefully select and develop cases that are relevant, challenging, and aligned with the learning objectives. They should provide clear guidelines and facilitate discussion to ensure active student engagement. Furthermore, teachers can use multimedia resources, such as video or audio recordings, to increase the authenticity and realism of the cases (Barakhsanova et al., 2012).

The specifics of teaching Russian as a non-native language differ from those of teaching a native language for several reasons. The native language is the language of the homeland, which the learner acquires in early childhood by imitating the adults around them; it is learned first, used most often, and known long before the learner starts school (Imanalieva et al., 2023). The responsibilities of a teacher of Russian as a non-native language include determining the scope and content of the material to be learned; organising lessons and students in such a way as to achieve the best outcomes; motivating students to engage in activities; and monitoring the effectiveness of students' learning activities in terms of language acquisition (Goncharova, 2004).

The problem of teaching Russian as a non-native language requires a radical solution, because a second language plays an essential role in the everyday life of learners, just like their native language. Admittedly, it is easier to learn Russian at the same time as one's native language in early childhood, when a second language can be mastered without much effort. In this case, full bilingualism is achieved, when a person perfectly internalises and uses

both languages and both language systems equally (Afanasieva et al., 2019). Depending on the spoken language environment, such a person easily switches from one language to another because they think freely in either of them.

Problems of teaching Russian as a foreign language

The growing demand for learning Russian as a foreign language has necessitated a comprehensive understanding of the problems faced by both teachers and students. The authors of the present study identified some of the problems of teaching Russian as a foreign language:

1. Linguistic problems. The complex grammatical structure, rich vocabulary, and unique phonetics of the Russian language create serious problems for non-native speakers. These include, specifically, challenges with pronunciation. Non-native speakers may have difficulty pronouncing Russian sounds correctly, especially those that do not exist in their native language. For example, the pronouncing the letters 'Ы' and 'И' can be challenging. In addition, there are no words in Kyrgyz that begin with the letter 'Е', and therefore students pronounce the word 'ЕСЛИ' as 'ЭСЛИ'. Or the word 'ЦЕПЬ' is pronounced incorrectly. This also applies to grammatical problems. Russian grammar has its specific features, such as cases, declension, and verb forms, which can be confusing for non-native speakers. For example, the correct use of cases and the agreement of verbs with nouns can be a difficult task (Baranova et al., 2021). An error may be made in the use of the genitive case in the plural. The colloquial form 'полотенцев' is used instead of 'полотенец'. Or they may make speech errors: 'broke a mug', 'brown eyes', 'take measures', 'the hen is incubating eggs', etc. Furthermore, there is a problem with vocabulary. Russian has a rich lexicon, and non-native speakers may have difficulty memorising and using new words and expressions. For example, different meanings of the same word or synonyms can cause confusion. Or they have troubles remembering phraseological combinations. For instance, 'скоропостижное решение' (hasty decision), 'знаю это место как свои пальцы' (I know this place like the back of my hand), 'стадо лошадей' (herd of horses), etc.

2. Cultural problems. The Russian language is inextricably linked to Russian culture and traditions. Non-native speakers have difficulty understanding and using idioms, specific cultural expressions, or unwritten rules of communication. To learn the language effectively, it is essential to understand Russian culture, traditions, and social norms. To help students understand cultural nuances, the authors of the present study suggest including cultural immersion activities in the curriculum. Teachers should pay close attention to group work and communication-oriented activities. For example, cultural dialogue, which involves finding concrete ways to connect native and foreign literature, develops creative thinking, and enriches students' vocabulary (Goncharova, 2004). For instance, cultural elements should be integrated into lessons to ensure a holistic learning experience. It is worth teaching not only the language, but also the customs, traditions, and history of

Russian-speaking countries, and organising cultural events such as film screenings, cooking classes, or guest lectures to introduce students to the richness of Russian culture. It is also worth encouraging students to study Russian literature, music, and art to gain a deeper understanding and appreciation of the language.

3. Difficulties with understanding speech. Russian can be fluent and contain many slang terms and abbreviations that can be challenging for non-native speakers to understand. For example, different intonations or accents can cause confusion in understanding the meaning of a statement.

4. Pedagogical challenges. Teachers face challenges in developing appropriate teaching materials, selecting suitable teaching methods, and assessing student progress. The significance of adopting learner-centred approaches, such as task-based learning and communicative language teaching, is emphasised to address these challenges.

The authors of this study also offer several recommendations and strategies for effective teaching of Russian as a foreign language. The first is the use of a communicative approach. Written language also plays a key role in the development of communicative competence in Russian language classes based on the development of patriotic education. The culture of written speech is the ability to write correctly, to express one's thoughts on paper in a simple, accessible, and logical manner. These skills include the development of the necessary speech-thinking skills and the ability to form thoughts according to the written style. Written speech has always been a means of recording students' knowledge, which is a prominent part of the learning process. Writing down what one hears or summarising what one reads is a habitual way to remember what one learned. Since written language is the process of expressing thoughts in writing, it is linked to logical thinking and, as it develops, it has to rely on thinking and internal speech (Tolochina, 2013).

The second recommendation is to build vocabulary. When teaching Russian to students from national groups, role-playing games can be used to reinforce the curriculum on speech ethics, the principles of cooperative and polite communication, and pragmatism overall. The purpose and objectives of role-playing games vary depending on the field of activity and the profile of the students. The use of game elements in practical classes helps to stimulate the cognitive and creative activity of students in higher education, develops their thinking and memory, and fosters initiative in language learning.

Examples of case studies, role-playing games, and web quests

Group discussions can be used as role-playing games. Pair and group work develop students' cognitive abilities and oral speech. Group work can be focused on the use of so-called web quests. The teacher should pay special attention to the types of texts that students create. As an active problem-solving task embedded in a specific social context, web quests allow students to create various types of texts from different spheres of social activity. As a result, the following can be created: speeches for debates; speeches for radio and television broadcasts; speeches for the opening of an art exhibition; speeches for parliament. Web quests contribute greatly to the development of language learners' communicative competence and teach them to engage in the communication process considering the time, audience, situation, topic, and their own decisions.

The step-by-step description of the work process for solving problems in web quests disciplines participants quite well and clearly structures their activities. The teacher acts only as a tutor or consultant but does not direct the process itself. Participants in web quests carry out all their activities independently. Overall, web quests are considered to be quite problem-oriented, and such 'web quest' tasks develop the professional communicative and social competences of language learners, contribute to their search-based learning and the performance of certain professional roles, and strongly motivate them to create types of texts that are fitting to the situation, place, and time of communication.

In real life, there are often situations when there is a constant lack of a suitable language environment and no opportunity to communicate directly with native speakers of the language being studied on a regular basis. In such cases, motivation is greatly limited and influenced by the frequency and quality of rare language contacts. Therefore, high-quality language contact and good motivational support can only be provided by a Russian language teacher, who must pay attention to the methodological aspects of teaching Russian as a foreign language.

One example of a case study method for Russian can be as follows. Keys: use of incorrect cases in sentences. Description: in this key, students will give a series of sentences in which they must choose the correct cases. The task of the students is to determine which case to use in each sentence and explain their choice (Table 1).

Table 1. Examples of sentences for the case method in Russian

No.	Examples of sentences:
1	Я видела (красивый/красивую) цветок в саду. – I saw a beautiful flower in the garden.
2	Мама купила (новый/ новое) платье для меня. – Mom bought a new dress for me.
3	Он прочитал (интересный/интересное) роман за один вечер. – He read an interesting novel in one evening.
4	У нас есть (большой/ большая) собака по имени Рекс. – We have a big dog named Rex.
5	Она готовила (вкусный/вкусное) обед для гостей. – She cooked tasty dinner for the guests.

Note: the correct answer is highlighted in bold

Source: developed by the authors

After students choose the correct answer for each sentence, they should explain their choice based on the rules of Russian grammar. Then, a group discussion can be held to verify the correctness of the answers and analyse complex situations.

Contemporary approaches to teaching Russian as a foreign language

Teaching Russian as a foreign language at universities requires the use of both conventional and innovative methods, as well as consideration of students' cultural characteristics and individual needs (Basova & Skvortsova, 2019). However, as emphasised by G. Duishonbekova & T. Imanalieva (2023), for modern students in national groups to successfully learn Russian as a second language in a bilingual world, it is necessary to use interactive and innovative teaching methods. Teachers use interactive teaching methods, including case studies, in practical classes. The case study method is an effective teaching method if it is applied systematically. This method is not used systematically in Russian language classes at universities. Its use depends on the teacher's desire; therefore, it does not bring the desired result. It also contributes to the development of communicative competence: the ability to structure speeches; effectively present and convey the content of what was read; analyse and explain grammatical trends; understand and apply the rules of case usage in Russian in practice.

According to D. Abykenova & A. Asainova (2017), "the educational process in higher education should be aimed at equipping future specialists with the competencies that enable them to work effectively in their field of professional training at the level of international standards". Many researchers discuss the effectiveness of this technology in shaping the quasi-professional activities of university students. E. Barakhsanova *et al.* (2012) noted that this technology is implemented according to the basic provisions of situational, systemic, problem-based, personality-activity, and context-competence approaches.

Another area of development is the creation of cases focused on concrete professional fields. For example, cases related to medicine, business, or tourism allow students to apply their knowledge of Russian to a sufficient extent with the international community, enabling them to become experts in their future professional activities (Zhdanova *et al.*, 2012). This helps them develop specialised vocabulary and communication skills in a concrete field. The case study method makes classes more engaging and interactive and helps develop students' visual memory and language skills (Bagirova & Burykhin, 2012). The use of visual aids should be aligned with the objectives of the class and the abilities of the students to make the class more effective and interesting.

Based on the analysis, the authors of the present study developed a series of recommendations for Russian language teachers. These include the use of technology, particularly the case method. The case method of teaching

Russian language and literature has an interesting feature, which is that it allows combining different teaching methods and techniques. This combination of language teaching methods and techniques enables participants in small groups (microgroups) to acquire and consolidate new knowledge and new forms of cognition and to analyse reality, which ensures the effectiveness of the case method in language teaching (Akhmetova & Imanalieva, 2021). Furthermore, it is recommended to provide students with cultural immersion; application of skills in real life; personalised learning (individual feedback and support to help learners overcome their specific problems); collaborative learning (group work, pair work, and language exchange to promote active engagement and mutual learning); regular practice (homework or self-study assignments that reinforce topics covered in class); and support and motivation. Student motivation plays a valuable role in their success in learning Russian. Therefore, among all the factors influencing the learning of Russian, socio-psychological factors play a special role, and among them, motivation. Three main components can be identified: a motivational attitude towards the goal, which can be positive or negative in nature; a motivational desire to achieve the goal; and a motivational readiness on the part of the Russian language learner to make the desired efforts to carry out their plans and achieve the set goal. For professional development, teachers are encouraged to attend seminars, conferences, or webinars to improve their teaching skills and gain new knowledge. It is also worth constantly reflecting on one's teaching practice and getting feedback from students to improve effectiveness as a teacher.

CONCLUSIONS

The authors of the present study concluded that a process of subjective interaction between teachers and students has begun in modern Kyrgyz education. The rapid pace of modern life requires the search for and development of effective technologies. Notably, truly innovative pedagogical technologies are based on a competence-based approach and are aimed at achieving learning outcomes. As a result, progressive language teaching methods develop communicative skills and competences in students learning Russian, including linguistic (language), socio-cultural, pragmatic, general educational, and compensatory competences. In parallel, a culture of communication is formed, along with the ability to formulate thoughts, arguments, and conclusions in a concise and accessible manner, as well as the results of research, and the ability to evaluate the facts studied.

Another key area of development is creating group case studies that encourage students to work together and as a team. Instead of figuring things out independently, students can work in groups, discuss ideas, and develop their own solutions. This helps them develop teamwork and communication skills. By implementing the proposed recommendations and strategies, teachers can create a dynamic and effective learning environment that provides

students with the necessary skills to navigate the Russian language and culture in the modern interconnected world.

The authors also concluded that language skills are an essential component of developmental education, and that the methodology of teaching Russian as a non-native language enables the solution of applied problems in the process of learning Russian in higher education: first and foremost, to develop techniques and use methods of teaching Russian as a non-native language that can ensure the achievement and full implementation of the relevant competences. In a world of high demands on modern language skills, the methods of teaching Russian as a foreign language in higher education are becoming more complex. Russian language teachers make every effort to teach students not just the language as a system, but the language as a means of free communication: to develop productive communication skills in students learning Russian as a non-native language so that they can speak and listen in communication situations, adequately applying the knowledge they acquired and using the productive speech skills they developed.

For further research, a series of recommendations and strategies are proposed for the effective teaching of Russian

as a foreign language, including an individual approach to each student, the use of interactive teaching methods, the creation of authentic communication situations, and the active use of modern technologies. The use of modern interactive technologies should be aimed at supporting and enriching conventional methods, not replacing them entirely. Only in this case can marked results be achieved in the training of qualified specialists who are proficient in Russian at a professional level.

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Аннотация. Заманбап билим берүү интерактивдүү окутуу усулдарынын тез өнүгүшүнө байланыштуу олуттуу өзгөрүүлөргө дуушар болууда. Бул илимий макаланын максаты – жогорку окуу жайларында орус тили экинчи тил катары сабактарда кейс методун колдонуу практикасын изилдөө. Макалада критикалык ой жүгүртүүнү үйрөтүүдө жана өнүктүрүүдө кейс ыкмасын колдонуунун жана студенттердин өз алдынча иштөөсүн колдоонун негизги талаптары каралат. Изилдөө окуучулардын жетишкендиктерин, тилди билүүсүн, критикалык ой жүгүртүү жөндөмүн жана маданий түшүнүгүн жогорулатууда кейс методунун натыйжалуулугун текшерүүгө багытталган. Илимий иште келечектеги адистердин ар кыл багыттагы тилдик билимдерин өркүндөтүүгө көмөктөшүүчү заманбап инструменттер каралды. ЖОЖдун сабактарында кейс методун колдонуу заманбап коомдун талаптарына жооп берген ар түрдүү билим берүү форматтарын түзүү үчүн актуалдуу. Изилдөөнүн жүрүшүндө ЖОЖдо сабактарда кейс ыкмасын колдонуу студенттерди келечектеги кесибине даярдоого шарт түзгөндүктөн, студенттерди окутууда зарылчылык экендиги аныкталды. Иштин негизги жыйынтыктары кейс методу динамикалуу жана интерактивдүү окуу чөйрөсүн түзүп, студенттердин окууга активдүү катышуусуна жана орус тилин жана маданиятын тереңирээк түшүнүүгө көмөктөшөөрүн көрсөттү. Кейс методу идеялык туруктуулукту жана коммуникативдик компетенттүүлүктү өнүктүрүүгө жардам берет. Изилдөөнүн натыйжалары ЖОЖдордун жана жалпы билим берүү мекемелеринин мугалимдеринин ишинде колдонулушу мүмкүн. Макала ошондой эле тил мугалимдери үчүн бул жыйынтыктардын кесепеттерин талкуулоону жана окутууда кейс методдорун колдонуунун келечектеги изилдөө багыттары боюнча сунуштарды камтыйт

Негизги сөздөр: интерактивдүү окутуу ыкмалары; орус тили экинчи тил катары; кейс ыкмасы; натыйжалуулугу; заманбап технологиялар

Методы применения кейс-стади в обучении русскому языку в вузе

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Аннотация. Современное образование претерпевает значительные изменения, связанные с бурным развитием интерактивных методов обучения. Цель данной научной статьи – исследовать практику использования кейс-метода на занятиях по русскому языку как неродному в высших учебных заведениях. В работе рассмотрены ключевые требования к применению кейс-метода в обучении и развитии критического мышления, к поддержке самостоятельности студентов. Исследование было направлено на изучение эффективности кейс-метода в повышении успеваемости студентов, знания языка, развитии навыков критического мышления и понимания культуры. В работе были исследованы современные инструменты, которые помогают улучшить языковые навыки у будущих специалистов различных областей. Использование кейс-метода на занятиях в вузе актуально для создания разнообразных образовательных форматов, соответствующих требованиям современного общества. В ходе исследования было установлено, что применение кейс-метода на занятиях в вузе является необходимостью в обучении студентов, поскольку он позволяет подготовить учащихся к будущей профессии. Основные результаты работы показали, что кейс-метод создает динамичную и интерактивную среду обучения, способствует активному участию учащихся в обучении и более глубокому пониманию русского языка и культуры. Кейс-метод помогает формированию мировоззренческой устойчивости и коммуникативной компетенции. Результаты исследования могут быть применены в работе педагогов в вузе и в общеобразовательных учреждениях. Статья также содержит обсуждение значения этих результатов для преподавателей языков и предложение будущих направлений исследований в применении кейс-метода в обучении

Ключевые слова: интерактивные методы преподавания; русский язык как неродной; кейс-метод; эффективность; современные технологии