

**METHODOLOGY FOR IMPROVING STUDENTS' PRAGMATIC COMPETENCE
THROUGH CASE (CASE-STUDY) TECHNOLOGY IN LANGUAGE EDUCATION**

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Annotation. This article discusses the methodological foundations of improving students' pragmatic competence through case-study technology in language education, especially in mother-tongue teaching. It explains the essence, stages, and pedagogical features of case-based instruction and the teacher's role in organizing such lessons. The study highlights that case technology develops students' analytical thinking, communication culture, independence, and decision-making skills, thereby enhancing their pragmatic competence.

Key words: language education; mother-tongue teaching; case-study technology; case method; pragmatic competence; communicative competence; intensive technologies; reflective teaching; analytical thinking; decision-making; collaborative learning; discussion-based instruction.

In the educational process, the rational use of effective forms, methods, and tools; the demonstration of high pedagogical mastery; the full activation of communicative capacity; and the acquisition of pedagogical technique skills are integral requirements for developing pragmatic competence on the basis of intensive technologies.

At the same time, the teacher must maintain effective communication with students at all stages of communicative activity and manage the instructional process by taking into account learners' age-related and individual psychological characteristics. When applying intensive technologies, the teacher's reflective approach—namely, the ability to analyze one's own activity, evaluate the level of lesson effectiveness, and, when necessary, update pedagogical strategies—has particular importance.

In addition, the formation of students' pragmatic competence is closely linked to the teacher's ability to present linguistic phenomena in harmony with real communicative situations, enrich the process of working with texts in terms of content, connect speech tasks with life needs, and encourage independent thinking in learners.

In this sense, mother-tongue lessons organized on the basis of intensive technologies develop not only students' linguistic competence but also their socially active position, communication culture, ability to participate in debates and discussions, as well as the skill of expressing one's ideas clearly, logically, and with sound justification.

Historical background and essence of case-study technology

The formation of "case-study" technology dates back to the 1920s. After professors at Harvard Business School began to use the analysis of real situations encountered in economic practice and the discussion of these situations as a central teaching method, this approach became widely popular in the broader pedagogical field.

Case-study is an educational technology consisting of a systematically organized optimal complex of methods and tools that ensures reliable achievement of planned learning outcomes through solving a practical problem situation presented in a case. The situation described in the case directly connects the learner with a real-life context: it activates analytical activity aimed at solving the problem, enables learners to propose various assumptions, identify existing problems, collect additional information, refine hypotheses, and plan specific solutions and practical action strategies.

During the study, the applied case-study technology made it possible to achieve a number of important outcomes in the learning process:

- strengthening students' theoretical and practical knowledge related to the covered topic;
- developing skills to analyze problem situations and make decisions both individually and in groups;
- enhancing creativity, learning activity, logical reasoning, speech activity, and the ability to adapt to different communicative conditions;
- increasing openness to innovation, creative thinking, and readiness for independent decision-making;
- fostering responsibility, independence, and the consistent development of communicative competence;
- developing the ability to independently assess one's level of mastery.

Since a pedagogical case functions as a description of a concrete problem situation arising in the educational process, we also used the case method in mother-tongue reinforcement lessons and analyzed various problem-based situations. During the lesson, students were invited to reflect on a problem related to a real-life educational situation. In presenting the situation, not only was the practical problem itself described, but the learning content to be mastered in the process of solving it was also included. Thus, through cases, a detailed depiction of an exact problem situation occurring in the educational process was provided, and its analysis served to develop students' knowledge, skills, and competencies.

Distinctive features of the case method

The main difference between the case method and other educational technologies is that it directs students to independently study a problem situation, draw logical conclusions from it, and make the most appropriate decision. Learners compare different solution options and learn to select the most convenient and effective way out of the situation.

A case enables learners to acquire skills such as modeling complex situations arising from real reality, making a rapid diagnosis of a practical situation, proposing new ideas, identifying key problems, and determining the need to gather additional information. It also teaches students to develop the necessary measures for solving a problem and to formulate and justify various hypotheses.

The primary goal of case-based teaching technology is to develop ways to prevent potential problems and to form strategies for solving them. This technology enables students, through the analysis of practical situations, to consolidate knowledge related to the studied topic and to develop skills to solve problem situations both individually and in groups.

In addition, case-study contributes to forming independent learning skills, activating logical thinking, developing the ability to search for, analyze, and evaluate information needed to solve a problem. It also effectively influences the development of students' self-monitoring, assessment, and reflection skills.

Algorithm for finding case solutions and organizing lessons

The process of organizing lessons and learning sessions based on case-study is carried out in the following последователь (consistent) stages:

- first, the content of the task is presented, the deadline is set, the assessment criteria for the case solution are introduced, and the technological model of the lesson is determined;
- after the teacher's introductory speech, key questions are posed;
- students voluntarily form micro-groups of 4–6 members;
- to organize group work, groups are named, leaders are appointed, and an expert group is formed;
- a process is organized to review the answers produced by the micro-groups;
- a discussion (debate) among groups is conducted;

- at the end, the teacher delivers a summarizing statement and presents reflections on the solution of the pedagogical situation;
- experts evaluate the performance of the micro-groups;
- then students' opinions about the session are heard;
- finally, the teacher gives a concluding statement and draws overall conclusions.

When solving pedagogical cases, the teacher should guide students' activities, support them when necessary, focus attention on the main aspects of the problem, and sustain students' analytical interest. Activating learners during the solution process and encouraging them to understand the problem more deeply is among the teacher's key tasks.

The role of pedagogical cases in general and higher education

Using pedagogical cases is important not only in general secondary education but also in higher education—particularly in training future mother-tongue teachers. This technology contributes to the development of the following professional and pedagogical qualities in future specialists:

- developing independent and creative thinking ability;
- ensuring an integral link between theory and practice;
- forming the skill of interpreting a problem situation in a new way;
- identifying factors that influence problem solving and assessing their impact;
- developing the culture of listening to and accepting others' opinions;
- forming the skill of asking questions;
- fostering a sense of responsibility and accountability for decisions made.

Performing case analysis in written form helps learners more deeply understand the essence of the situation, express opinions while maintaining logical coherence, and conduct a structured analysis of the problem. In case-study sessions, students' learning activity is manifested through the following indicators:

- thorough mastery of research methods and analytical approaches by each student;
- development of skills to work in small groups and actively participate in brainstorming and discussion;
- ability to create an individual scheme (guideline or algorithm) for analyzing a problem situation;
- development of the capacity to solve pedagogical problems reasonably and assess groupmates' activities in a justified manner.

Teacher preparation requirements for effective implementation

To implement case-study methodology effectively, the teacher must perform several important tasks during preparation:

- first, analyze the situation comprehensively, determine the essence of the problem, and develop several alternative solution options that may be proposed to students;
- prepare in advance the assessment criteria and indicators for students' proposals, i.e., criteria that help evaluate how well-grounded, logical, and effective decisions are;
- also prepare a solution option that the teacher considers optimal from a pedagogical standpoint.

These preparation stages ensure the high-quality organization of a case-study lesson, students' active participation, and methodological consistency in the problem-solving process.

Didactic and methodological principles

In this process, the following didactic and methodological principles are especially important:

- understanding the interconnection among language levels in teaching the mother tongue and applying it in the lesson process;

- teaching students to distinguish, differentiate, and classify linguistic phenomena;
- guiding learners toward mastering literary language norms, taking into account the influence of local dialects;
- applying a communicative approach in the learning process;
- ensuring unity of instruction, upbringing, and development in mother-tongue education and adhering to the principles of scientific validity, systematicity, and consistency;
- achieving unity of theory and practice and developing students' consciousness, activity, and independence;
- organizing lessons based on visual aids and considering students' individual psychological characteristics and learning capacities;
- expanding students' thinking through the mother tongue and ensuring interdisciplinary connections.

These approaches strengthen the methodological significance of case-study technology in mother-tongue education and prepare learners more thoroughly for future pedagogical activity.

If issues such as the requirements for teachers' professional knowledge, skills, and competencies in mother-tongue education; the duties and responsibilities of mother-tongue teachers; the content of state educational standards (DTS) aimed at forming learners' competencies; the structure and content of the curriculum; and methodological features of teaching vocabulary and its types are presented as independent topics, this will further deepen students' mastery of knowledge in this subject area.

Comparative characteristics of teaching with pedagogical cases in mother-tongue education

Differentiating indicators	Lessons based on traditional methods	Lessons based on the case method
Goal	Providing knowledge	Developing thinking and problem-solving skills; searching for effective teaching methods; striving for discoveries; encouraging readiness for cooperation
Teacher's role	Knowing the subject content	Knowing the subject content and being able to manage the discussion process
Teacher–student relations	Teacher dominance over the student	Partnership and collaboration
Students' participation in self-learning and peer learning	Passive	Active: students can design the discussion plan (which is often the teacher's task), identify the main goal, and conduct independent discussions

Pedagogical cases teach students to apply theoretical knowledge, skills, and competencies in practical activity. Another important aspect of this method is that it ensures the close integration of theory and practice in the educational process.

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