

## USING THE CASE-STUDY METHOD IN TEACHING THE SCIENCE OF SERVICE

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**Annotation.** *The article describes the content of the case-study method and the possibilities of using this method in the subject of Service.*

**Keywords :** *Case-study method, service, case, case solution, problem, discussion.*

In the process of introducing continuous education in our Republic, the content of education is being updated, the requirements of educational programs and educational subjects are being modernized. This process requires modernization of other components of the educational process: teaching methods, tools and forms by introducing innovation.

For future graduates to become mature specialists , to improve the education system, to strengthen its national ground, to raise it to the level of world standards based on the harmonization with the requirements of the times, to prepare the young generation as highly qualified personnel and writing training manuals, but also creating a teaching method based on an effective teaching-methodical set is important.

In order to implement feedback in the educational process, i.e. to analyze the obtained results, establish a process of monitoring the acquired knowledge, skills and competencies of students, as well as a process of self-control should be warmed.

Below we would like to make recommendations regarding the use of case assignments to determine and evaluate students' mastery of service science topics taught in the training of future technological education teachers.

"Case - Stadium" - is an English word ("case" is a specific situation, event, "stadi" - to study, analyze) is a method aimed at teaching based on the study and analysis of specific situations. This method was first used in Harvard University in 1920 in the study of economic management sciences in practical situations. In a case, open information or a specific event can be used for analysis as a situation. Case actions include: Who, When, Where, Why, How, What.

" *Case-study*" method is a tool that provides an opportunity to apply theoretical knowledge to solving practical problems. The method not only teaches students to think independently, but also to develop listening skills and to consider different



points of view and to justify their own opinion. <sup>26</sup>**Stages of implementation of the "case study" method**

Work steps	Form and content of activity
Step 1: Introduction to the case and its information support.	individually audio - visual; familiarization with the case (textual, audio or media); generalization of information; information analysis; identifying information .
Step 2: Clarifying the case and defining the educational task.	individual and group work; determine the hierarchy of relevance of problems; defining the main problem situation.
Step 3: Analysis of the main problem in the case, search for a solution to the educational task, development of solutions.	individual and group work. development of alternative solutions. analyze the opportunities and obstacles of each solution; □ choosing alternative solutions.
Step 4: Forming and justifying the case solution presentation.	individual and group work; substantiation of the feasibility of alternative options;
	creative - preparing a project presentation;
	the final conclusion and solution of the situation.

*The case-study method implies the following:*

- preparation of the case assignment in written form;
- students' independent study and discussion of the case assignment;
- discussion of the case assignment in the auditorium under the guidance of a professor;
- Adherence to the principle " discussion is more important than solution".

*Case report 1*

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<sup>26</sup>AAAbduqodirov, FA Astanova, FA Abduqodirov "Case-study" method: theory, practice and experience. - T.: Science and technology, 2014.



A 2nd grader came to his mother who was preparing food in the kitchen and wanted to clean the sweet potato . However, his mother said: “Put the knife away! It is not a toy for children to play with! ”, - he scolded his daughter. She didn't want to put the knife away because she wanted to peel the sweet potato so badly . His mother got angry and took the knife from his hand.

Frightened by her mother's sudden actions, Shirin cried and left in her room.

*Case question*

1. Did the mother take such drastic measures to save Shirin from harm? 2. What would be the right way for the mother to act in this situation ? *Source:*

"Pedagogy of primary education" and labor education. Material and literature on pedagogy of primary education and organization of labor education among children of preschool and primary education age.

*Case analysis*

In fact, the knife is considered dangerous. For this reason, in many cases, adults forbid children to touch knives. Shirin's mother also took the knife from her daughter's hand, approaching from this point of view. *Instructions for students*

- sufficiently understand the essence of the case;
- a choice of answers that represent the correct solution to the problem systematize ;
- select the most effective answer from the system of answer options;
- try to form a table based on the selected answers;
- state the solution.

*Case resolution process*

1. understand the essence of the case two or three times , discussing it with their partner (in pairs), group mates (in small groups) or teammates (team).
2. Discussing with a partner (in pairs), group mates (in small groups), or teammates (in a team), the student determines a system of answers that represents the solution to the problem.
3. The student (pair, small group, team) selects the answers that are the most effective solution to the problem from the defined system of answers.
4. The student (pair, small group, team) explains the solution based on the extracted answers.
5. The solution is discussed individually, in small groups or with the participation of the team.

*Teacher's solution*

1. In this situation, the mother cannot be exonerated, even though she supposedly saved her daughter from harm. After all, although Shirin was not injured by the knife, she suffered from her mother's rudeness and blindness . Besides, his mother should not have told him that the knife was dangerous. 2. The behavior of the mother in the



following context forms a positive attitude towards work in the elementary school student:

a) Her mother must initially say that she is glad to have Shirin as her assistant, but must calmly explain that working with a knife is dangerous;

b) Today, every household has a safe kitchen appliance adapted to clean vegetables, mother should tell Shirin that she can peel potatoes with this appliance;

If there is no such kitchen equipment in this family, then Shirin's mother should personally control her daughter's enthusiasm and patience until she finishes peeling the potatoes, and that the knife is dangerous only after Shirin finishes the work, he should say that he should not touch her when he is not at home. In this case, the elementary school student feels from his heart that his mother cares about him.

#### *Case report 2*

In the higher education institution, practical training on cooking is held in cooking classes. There are technology cards for students to prepare food, although there is a sequence of food preparation. Some students have the following shortcomings in the practical skills of food preparation: they do not follow the technological process correctly, they cannot think creatively and independently, and the food confusing different processing technology for ingredients in preparation. *Case question 1.* What do you think is the reason?

2. What do you think teachers should do to solve this problem?

3. What solutions do you propose to this problem? *Recommended resources*

#### *for students*

Methodology of technological education, textbooks and training manuals on career choice; Cooking tutorials.

#### *Instructions for students*

1. Understand the essence of the case well enough.

2. the correct solution to the given problem.

3. Among the identified factors **isolate the factor** most involved in the problem.

4. Based on these factors, justify the solution.

5. Explain the solution.

#### *Case resolution process*

1. Students will discuss the essence of the case in a small group.

2. The listener, in cooperation with the members of the small group, determines the factors that prepare the ground for solving the problem.

3. The members of the small group state the most important factors based on a common opinion.

4. The opinions of small groups are analyzed and a general conclusion is drawn.

#### *Teacher's solution:*



- to further develop students' interest in theoretical and practical lessons.

, it is necessary to prepare various dishes for students , that is, to form and develop their practical skills.

, in determining educational goals, monitoring and evaluating students' achievement of educational goals, ensures the expansion of students' thinking, outlook, and thinking.

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