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**THE CASE TECHNOLOGIES USE IN FOREIGN LANGUAGE COMPETENCE
FORMATION OF SECONDARY SCHOOL STUDENTS**

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One of the primary tasks facing a foreign language teacher at the present time is the training of future highly qualified specialists who are able to make any decisions efficiently and effectively, make the right choice from a variety of alternative solutions, see the range of possible options, predict the consequences of choosing an action, have the ability to assess any situation and evaluate the result based on the foresight of its consequences [1].

For the first time, the case method was used by Harvard Business School. A case method is a business way of achieving something or a business way of solving something. In pedagogical activity, these are educational tasks. Thus, the case method is a business way of solving a learning task or a business way of solving a learning task.

Today, the education system is conditioned by the constant search for new effective methods and technologies for teaching schoolchildren. In connection with the presentation of new goals and objectives to the education system, an important role in the training of a competent specialist should be given to modern productive methods of professional development and training [2].

The main and basic aspect of training students today is the search for modern technologies and active teaching methods that focus on the formation of general cultural and professional competencies. In this regard, we can safely say whose special place among them should be occupied by the use of case technologies or the case method [3].

Case method - (English Case method, case method, case study, case study, method of specific situations, method of situational analysis). This teaching technique is used to describe economic or cultural situations that are based on real factual material or close to the real situation. The method of specific situations refers to non-game simulation active learning methods [4].

Today, in the field of education, case-study is a leading position in teaching, which is actively used in foreign practice. Foreign scientists have explained that this type of training is one of the most

effective ways to teach students the decision skills that are necessary in solving typical problems. Harvard Business School allocates almost 90% of the study time to the analysis of specific cases, while maintaining the priority of the case-study method in business education [5].

The case-study analysis method, for the first time actively proved itself in the foreign practice of business education, which allowed and helped students to comprehend the real situations of professional activity and systematize a certain set of knowledge that needs to be learned when solving a specific problem. The effectiveness of using the case method in the educational process lies in the fact that it integrates various teaching methods aimed at improving the effectiveness of education and the formation of students' competencies, such as the method of using problem situations, the method of brainstorming, the method of business games, etc. At the same time, knowledge is acquired as a result of active and creative work, during which students working in groups independently determine the purpose of solving a problem situation, sources of collecting and obtaining the necessary information, analyze the case problem from different points of view, put forward hypotheses, draw conclusions, draw conclusions, carry out the process of controlling the results, determine the consequences of the decisions taken in the discussion of solutions.

During the study of case technologies, other terms that are used together in research were identified. The main definitions used in case studies include the concepts of "analysis" and "situation", as well as their derivative - "situational analysis" [6].

The concept of "situation" has many different lexical meanings, and accordingly it can be used in different connotations. Basically, this term contains specific contradictions. The situation can be invented or real. In any conditions and under any situation, it is important to be able to make the necessary decisions. In pedagogical practice, different situations are often created artificially, thus activating students' ability to think and make decisions on situations [7]. At this stage, in order to make the right decisions, students resort to case technologies.

Another basic category of case technology is the concept of "analysis". This concept can be considered as a mental dismemberment of an object into parts and as a scientific experiment. There are many types of analysis: system analysis, correlation, factor analysis, statistical analysis and other types of analysis; basically, all these types of analysis can be used in case technology when learning English, which greatly expands the possibilities of the lesson. The case technology assumes the connection of several types of analytical actions possible in the interpretation of the situation, which requires a high degree of methodical culture of the teacher [8].

This technology helps to increase students' interest in the subject, that is, in English, in addition, the technology contributes to the development of such qualities as social activity, communication skills, listening skills and the correct expression of their thoughts in school children.

Conducting practical classes in the process of mastering English using the case method contributes to the formation of the following general cultural and professional competencies of students of the direction: [9]

Table 1 Contribution of the case method to the formation of skills

	Case method contributes to the formation of:	Explanation
	Logical skill	the ability to logically correctly, argumentatively and clearly build oral and written speech
	Group work skill	ability to work in a team, performing their duties creatively and in interaction with other members of the team

	Critical thinking skill	ability to critically evaluate information,
	Creative thinking skill	possession of skills of independent, creative work
	Thinking skill	the ability to generate new ideas

Any effective training of specialists is possible due to the integration of theory and practice in the educational process together. The case study is a combination of a practice-oriented approach and interactive forms and methods of teaching.

The emergence and development of the case study method in working with students is due to the emerging tasks, which consist in not only giving knowledge, but also ensuring the formation and development of cognitive interests and abilities, creative thinking, skills and skills of independent intellectual work.

The importance of the case method in the professional training of specialists cannot be overestimated:

it is a single information complex that develops the ability to analyze the situation, plan a strategy and make decisions;

it is a way to teach how to apply academic theory in real events of future professional activity, contributing to the active assimilation of knowledge and skills of analyzing professionally relevant information;

it forms students' professional skills: analytical (classify, highlight, analyze), creative (think creatively), communicative and social (listen and hear, interact and communicate, convince), practical skills (use academic theories, methods and principles in practice).

Cognitive activity and cognitive independence are qualities that characterize a person's intellectual abilities to learn. Like other abilities, they manifest and develop in activity. That is why only the widespread use of active socio-psychological methods that encourage thinking and practical activity develops such important intellectual qualities of a person, ensuring in the future his active need for constant mastery of knowledge and their application in practice [10].

Thus, based on the analysis of the studied material, conclusions can be drawn. Case technology is not just a methodological innovation, the spread of technology is directly related to changes in the modern education system with changes in the teaching of English in secondary schools. Case technology is a modern interactive technology of short-term education of schoolchildren, based on the analysis of problem situations, combining various forms of activity and aimed not only at acquiring knowledge by students, but also at forming new qualities and skills in them.

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