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THE IMPACT OF CASE STUDIES ON MOTIVATION AND INTEREST IN LEARNING RUSSIAN

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Abstract

This article explores the impact of case studies on students' motivation and interest in learning the Russian language. Motivation is a crucial factor influencing learning outcomes, and case study methodology serves as an effective tool to enhance both intrinsic and extrinsic motivation. By integrating real-world scenarios, problem-solving tasks, and collaborative discussions, case studies provide a dynamic and engaging learning environment. The study highlights the benefits of case studies, including increased engagement, improved problem-solving skills, and higher retention rates. Practical strategies for implementing case studies in Russian language education are also discussed, with an emphasis on fostering autonomy, competence, and relatedness in students.

Key words

case studies, motivation, language learning, Russian language, student engagement, intrinsic motivation

INTRODUCTION

In modern education, motivation is a key factor influencing the success of students. Many teachers face challenges related to low motivation and a lack of interest in learning. This issue is particularly relevant in the study of foreign languages, where engagement and persistence are essential. Case study (CS) methodology has emerged as an effective tool to enhance students' motivation and interest in learning, including in the field of Russian language studies. This article explores how case studies impact students' intrinsic and extrinsic motivation and how they contribute to a more engaging and effective learning process.

MATERIALS AND METHODS

Motivation in learning can be classified into two primary categories: intrinsic and extrinsic. Intrinsic motivation is driven by an internal desire to learn, while extrinsic motivation is influenced by external factors such as rewards, grades, and social recognition. Research by Ryan and Deci (Self-Determination Theory) suggests that intrinsic motivation is more sustainable and leads to deeper learning outcomes [1].

In language learning, students with intrinsic motivation demonstrate enthusiasm, curiosity, and persistence. They enjoy tackling challenging problems and actively seek to improve their skills. In contrast, extrinsic motivation, while effective in the short term, may not lead to long-term engagement. Case studies play a crucial role in bridging these types of motivation by providing meaningful, real-world scenarios that make learning both relevant and rewarding.

A good case usually teaches you to look for non-trivial approaches, since it does not have a single correct solution. Independence of thinking is especially valued in the case method. In real business, there are five or six ways to solve a problem. And although there is a classic solution for each situation, this does not mean that it will be optimal. The point is that students receive a package (case) of tasks that do not have an exact solution. Therefore, it is necessary to identify the problem and find ways to solve it or get out of a difficult situation when the problem is

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identified. Each subject teacher is faced with the task of forming a system of knowledge in future graduates that does not exist in isolation from each other, but is interconnected [2].

RESULTS AND DISCUSSION

The case study method is a pedagogical approach that presents students with real-life situations requiring critical thinking, problem-solving, and collaborative discussion. In the context of learning Russian, case studies can take various forms, such as:

Analyzing historical or cultural texts and discussing their significance

Examining real-world social or political issues in Russian-speaking countries

Engaging in role-playing activities where students simulate professional or everyday conversations in Russian

The benefits of using case studies include:

Increased engagement: Case studies create an interactive learning environment, making lessons more dynamic.

Improved problem-solving skills: Students develop analytical and critical thinking abilities by evaluating different perspectives.

Contextual learning: Language acquisition is enhanced when students see its practical application in authentic situations.

Collaboration and communication: Group discussions encourage teamwork and language practice in meaningful contexts.

Higher retention rates: Real-world applications make information more memorable.

Case Studies and Intrinsic Motivation

Case studies align with key principles of intrinsic motivation by fostering autonomy, competence, and relatedness:

Autonomy: Students feel more in control of their learning when they participate in discussions, make decisions, and explore case-based problems independently.

Competence: Successfully solving a case study enhances students' confidence in their language skills, reinforcing their sense of achievement.

Relatedness: Group work and interactive tasks help students connect with peers and instructors, creating a supportive learning environment.

By incorporating these motivational factors, case studies make learning Russian more enjoyable and personally meaningful, which, in turn, enhances long-term commitment to language acquisition.

Practical Application of Case Studies in Teaching Russian

To successfully implement case studies in Russian language education, teachers can adopt the following strategies:

Using Open-Ended Questions: Encourage students to think critically with questions such as "Why do you think this event happened?" or "What would you do in this situation?"

Encouraging Student-Led Discussions: Allowing students to lead case study discussions fosters autonomy and deeper engagement.

Integrating Multimedia: Using videos, articles, and real-life interviews as case study materials can enrich the learning experience.

Connecting to Students' Interests: Choosing topics related to students' interests increases engagement and relevance.

Incorporating Assessment and Reflection: Having students reflect on their learning experiences strengthens retention and self-awareness.

In particular, the goal of Russian language and literature lessons should be not only to expand the vocabulary of students, not only to study the works of classics of Russian literature,

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but also to develop in schoolchildren the ability to think, analyze and the ability to create their own creativity using the wealth of oral and written language.

Gone are the days when essays on the same topics were carefully copied from cheat sheets for decades and passed off as the fruits of their labor. Russian literature is a treasure trove of topics and problems that do not have an unambiguous interpretation, a vast field for polemics and expression of a position based on a system of humanitarian and moral values [4].

However, as in any other industry, in the education system, to obtain worthy results, it is not enough to just define the goal. It is necessary to find a teaching technology that would make it possible to use the communicative and creative abilities of students to the maximum extent. Case technology is applicable in teaching any subjects if the main objectives set in the lesson are teaching critical thinking skills and independent decision-making. The most convenient lessons for using case technology are Russian language and literature lessons, since it is in these lessons that we lead children to a particular thought when working with text. The case method combines such well-proven methods as the project method, role-playing games, situational analysis and much more. When solving a common problem in Russian language and literature lessons, joint activities are useful, which allow all students to fully comprehend and assimilate the educational material, additional information, and most importantly, learn to work together and independently. The essence of the case method is the analysis of a real situation, the description of which simultaneously reflects not only a practical problem, but also actualizes a certain set of knowledge that must be assimilated when solving this problem. At the same time, the problem itself does not have clear solutions. Being an interactive teaching method, it allows to increase students' interest in the subject. The use of this technology helps to develop in children such important qualities for their future life as communication skills, social activity, the ability to correctly present their opinion and listen to the opinion of another person.

Cases can be presented in various forms: from several sentences to many pages. However, it should be borne in mind that large cases cause some difficulties for students compared to small ones, especially when working for the first time.

The simplest version of the case: students are given a certain passage of text that carries a moral issue, and are asked to come up with, predict how events will develop further. For example, L. Tolstoy's story "After the Ball" or an excerpt from the same writer's work "Childhood", where the basis for the analysis can be the act of a boy who has a very sensitive, "compassionate" nature. However, he succumbs to the general negative impulse and, together with his comrades, bullies another boy.

In general, Russian literary works are completely suitable for studying using case technology, since their ideological content is not the external component, but the deep inner world of the heroes, their quests, the moral and ethical background of their actions, which are based on the main distinctive feature of Russian literary creativity - humanism.

The case method helps to give a new fresh sound to seemingly long-hackneyed and boring problematic questions: "I like (don't like) Natasha Rostova"; "Eugene Onegin - mediocrity or personality"; "Pechorin - a villain or an unhappy person"; "Bazarov - a stupid smart guy", etc.

Literature lessons use cases of varying degrees of complexity.

The first level assumes the presence of a practical situation and its solution. Students are asked to determine whether the solution is suitable for this situation and whether another solution is possible. For example, do you agree with the statement of the critic N. Dobrolyubov, who called Katerina "a ray of light in the dark kingdom"? Do you agree with the words of A. S. Griboyedov that in his comedy "Woe from Wit" there are "25 fools for one sane person"? Do you agree with the statement that V. Dubrovsky is a "noble robber"?

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The second degree of complexity: there is a certain practical situation - it is necessary to find a solution. For example, "what is the reason for the theme of the "superfluous man" in Russian literature of the early 19th century?" Or "what is the reason for the appearance of the "little man" in Russian literature of the 19th century?"

The third degree of complexity: there is a practical situation - it is necessary to define the problem and find solutions. For example, when working on A. N. Ostrovsky's play "The Storm", it is proposed to define the main theme, the problem of the work. Students will be able to solve this case after independently reading the work and working with additional literature. As a rule, most students see the unhappy fate of a woman as the main theme of the work, while a much smaller number of children define social problems and the structure of society, the problem of the dissimilarity of the characters of family members, etc. as the main theme of the work. There can be many solutions and all options have the right to exist, be proven and discussed.

What does the use of case technology give? To the teacher:

- access to a database of modern teaching and methodological materials;
- organization of a flexible educational process;
- increase/reduction in time spent on preparing for lessons;
- continuous professional development;
- the possibility of implementing some elements of the educational process after school hours.

For the student:

- work with additional materials;
- constant access to the consultation database;
- the opportunity to independently prepare for all types of control;
- communication with other students in a group;
- mastery of modern information technologies.

CONCLUSION

The implementation of case studies in Russian language education has a profound impact on students' motivation and interest. By fostering an interactive, problem-solving-oriented learning environment, case studies enhance intrinsic motivation, leading to deeper engagement and better learning outcomes. Educators should continue exploring innovative ways to integrate this method into their curricula, ensuring that students not only learn Russian but also develop critical thinking, communication, and analytical skills essential for success in both academic and real-world contexts.

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