

ISSN 1999-4214 (print)
ISSN 2957-5095 (online)

ЕУРАЗИЯ ГУМАНИТАРЛЫҚ ИНСТИТУТЫНЫҢ

ХАБАРШЫСЫ

ВЕСТНИК

ЕВРАЗИЙСКОГО
ГУМАНИТАРНОГО
ИНСТИТУТА

BULLETIN

OF THE EURASIAN
HUMANITIES INSTITUTE

№4/2023

Жылына 4 рет шығады
2001ж.шығабастаған

Выходит 4 раза в год
Начали издаваться с 2001г.

Published 4 times a year
Began to be published in 2001

Астана, 2023

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Редакцияның мекенжайы: 010009, Астана қ., Жұмабаев даңғ., 4
Телефон/факс: (7172) 561 933; e-mail: eagi.vestnik@gmail.com, сайт: ojs.egi.kz

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Меншіктенуші: «А.Қ. Құсайынов атындағы Еуразия гуманитарлық институты»
Қазақстан Республикасы Ақпарат және қоғамдық даму министрлігі Ақпарат комитетінде
қайта есепке қойылды. Тіркеу № KZ92VPY00046970 17.03.2022
Басуға 27.12.2023ж. қол қойылды. Пішімі 60*84 1\8. Қағаз офсеттік Көлемі. БТ.
Таралымы 200 дана. Бағасы келісім бойынша. Тапсырыс № 89
«Ақтаев У.Е.» баспасында басылып шықты

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Адрес редакции: 010009, г. Астана., пр. Жумабаева, 4
Телефон/факс: (7172) 561 933; e-mail: eagi.vestnik@gmail.com, сайт: ojs.egi.kz

Вестник Евразийского гуманитарного института.

Собственник: «Евразийский гуманитарный институт имени А.К.Кусаинова».

Министерством информации и общественного развития Республики Казахстан Комитет информации постановлено на переучет № KZ92VPY00046970 17.03.2022

Подписано в печать 27.12.2023 ж. Формат 60*84 1\8. Бум. Типогр.

Тираж 200. Цена согласовано. Заказ № 89

Напечатано в издательстве «У.Е. Актаева»

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Bulletin of the Eurasian Humanities Institute.

Owner: «A.K. Kussayinov Eurasian Humanities Institute».

The Ministry of Information and Public Development of the Republic of Kazakhstan Information Committee decided to re-register No. KZ92VPY00046970 17.03.2022

Signed for printing 27.12.2023 Format 60 * 84 1 \ 8. Paper. Printing house

Circulation 200. Price agreed. Order No. 89

Printed in the publishing house of «U.E. Aktaev»

© A.K. Kussayinov Eurasian Humanities Institute

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**ТІЛ ЖӘНЕ ӘДЕБИЕТТІ ОҚЫТУ ӘДІСТЕМЕСІ – МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА
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IRSTI 16.01.45

DOI <https://doi.org/10.55808/1999-4214.2023-4.19>

A.A. BUKAYEVA¹ 

N. BIRAY² 

Kokshetau University named after Shokan Ualikhanov, Kokshetau, Kazakhstan, ¹

Pamukkale University, Denizli, Turkey²

(e-mail: anar-bukaeva@mail.ru¹, nergisb@gmail.com²)

THE EFFECT OF IMPLEMENTING CASE STUDY APPROACH ON STUDENTS LEARNING OUTCOMES IN TEACHING KAZAKH LEGAL DISCOURSE

Abstract. This study explores case study not as research method, but as a teaching method in teaching legal discourse pre-service law students. The purpose of this study was to explore the role of case study method in teaching Kazakh legal discourse and its effect on learning outcomes in the Kazakh language acquisition of law students. Thirty-five pre-service law students enrolled at the Department of History and Law at Sh.Ualikhanov Kokshetau University participated in this study. The present study was done during the academic year 2021/2022 at the Department of Philology and Pedagogy, Kokshetau University (KU) at Professional Kazakh language course (PKL). The present study applied mixed methods to identify the effect of case study approach on pre-service law students' performance and learning outcome. The data collection was done through questionnaires and interviews. The data were analysed descriptively using frequency and percentage gained from the questionnaire and interpretation of interview results. The research results have shown that the use of the case study method has a positive effect on students' learning outcomes and developing language and soft skills. Many students noted the significance of case study approach as it combines theory and practice to facilitate students' skills of working with diverse sources of information. Analysis of the participant's responses illustrates that among language skills best of all students managed to enhance their speaking skills and listening skills. Furthermore, besides language skills, PKL course learners indicated that the case study approach had a great impact on developing their soft skills such as problem-solving and decision-making skills, critical and analytical thinking skills, negotiation, and presentation skills, teambuilding skills, interpersonal skills, anticipating skills in problem identification and solving.

Keywords: case study approach; law students; effect; soft skills; problem-solving, critical thinking, negotiation skills, presentation skills.

Introduction. In recent years Kazakhstani higher education system has been modernized and updated in order to satisfy modern, international standards by

training competent, highly qualified specialists with flexible skills. The legal system is currently one of the most promising, competitive, prestigious, authoritative, and attractive spheres in the labor market for contemporary university students, as students believe that studying law as a major will promote their professional skills in their career ladder. However, the requirements for graduates at the moment are undergoing a great change. The education paradigm has changed and law students are also required new skills and competencies, such as critical thinking, lifelong learning skills, to apply theory in practice. Nowadays due to the reform in the field of the education system and the development of technologies, educating specialists in various areas also require enhancing in order to meet modern global trends and standards. This issue is particularly relevant in the training of law students, who possess appropriate skills in the legal field, as well as communicative competence in the native and foreign language using appropriate legal terminology, which will ensure their competent work, that is, they must use correctly legal discourse in different situations of interaction [1,522].

Teaching professional Kazakh language in higher education is effected in the context of communicative activity approach, which involves developing students' skills (speaking, reading, writing, listening). According to Shifang Li & Yifan Wang [2,829] the law is viewed as the main superstructure of any state. It should be formulated, interpreted, and implemented based on linguistic means. Legal discourse is considered a powerful tool for reflecting a country's will. Power refers to the particular management of the main organization over the management of the objects in the process of achieving certain organizational goals.

Professional Kazakh language is one of the elective disciplines offered in the list of subjects for pre-service law students. At present teaching, linguistic and communicative skills of law students are not limited to reading and translating legal texts, but also include discursive study, problem-solving, analyzing thought-provoking cases, and real-life situations. It is obvious that developing communicative and discursive competence is one of the priorities in teaching professional Kazakh language. It is vital for law students to be able to interpret and process in several languages the texts of legal and regulatory acts, court proceedings, work with situational texts, and investigative cases (understand, analyze the content, draw conclusions, evaluate, refer to sources, etc.). The course of Professional Kazakh language can also benefit from implementing a case study approach, as students are exposed to useful legal vocabulary while the cases bring real-life examples of the law, which can increase students' interest and motivation. According to M. A. Shirinkina [3,63], the legal discourse is always formed around some key points such as the law, rights and obligations, violation of the law, punishment, etc. Judicial discourse relates to the protection of rights, the protection of a socially significant interest, the restoration of the right, the assignment of duties, etc.

Contemporary Kazakhstani universities need educational cases with clear learning tasks, analysis of moral and ethical, moral and legal, and socio-political

situations. Pre-service law students should be able to discuss, analyze, and solve problems to become active participants in the state's public life during their study. There exist a number of reasons why language teachers do not apply the case study method in their language classes in teaching law students. Firstly, some teachers fear that they may show their incompetency when they immerse in the content of a professional case. Secondly, some teachers may feel uncomfortable acting as a coordinator, for they are accustomed to traditional teaching methods like lecturing. And, finally, some teachers do not believe that the case study approach may be efficient in the learning process.

The aim of the research is to analyze the role and effect of case study approach on students learning outcomes in teaching professional Kazakh language. The following research questions are addressed in the paper: How effective is case study approach on improving students' skills and learning outcomes? What skills pre-service law students can improve while learning legal discourse in Professional Kazakh language course based on case study approach?

Methodology and methods of research. This study included thirty-five 2nd year law students enrolled in academic year 2021-2022 (19 females, 16 males) at Sh.Ualikhanov Kokshetau university in Kazakhstan. The participants' age ranged from 18 to 20. The participants had different ethnic backgrounds, Kazakh, Russian and Tatar. Most students learned the Kazakh language as a compulsory subject for ten years in secondary schools and students' Kazakh language proficiency ranged from A1 to A2. The Professional Kazakh language classes were conducted for two times a week for fifty minutes. In this study, we investigated the classes of "Professional Kazakh language" in three groups of pre-service law students. We can define them as medium groups as the number of learners did not exceed 12 participants. We defined them as groups A, B, and C. Group A included 12 students, group B involved 11 students and group C engaged 12 students as well. Doran et al. (2011) consider that case studies may be easier to use with significantly small numbers (15 students). While large numbers of participants may cause additional challenges (e.g., loss of flexibility, decreased personal participation).

This study lasted for one term which includes fifteen weeks. During the present study students used and analyzed approximately forty-five legal cases. To analyze the effectiveness of case study approach on students' achievement the questionnaire was conducted with 35 participants and interviewees.

Questionnaire was the main method of data collection, and interview was used to investigate students' views and feedback about PKL course and cases implemented at the lessons. To achieve the aim of the research the link to online questionnaire were distributed to 35 university students. In addition, five law students agreed to participate in the interview and be recorded while responding the questions about their views of PKL classes based on case study approach. All respondents gave a voluntarily consent to collect and process data and the right to withdraw in a written form. Prior to developing

the questionnaires and starting data collection stage, we conducted a thorough analysis of the literature on the research topic. Finally, as a research tools for developing questionnaires we used Google Forms and Microsoft Teams video recordings. So the data collection was done through questionnaires and interviews. All results were analyzed qualitatively and quantitatively.

The research started with questionnaire design for pre-service law students. The questionnaire contains fifteen closed-ended questions where the participants are asked to choose Agree, Disagree and Neutral for any given question. The participants were informed in general of the purpose of the research project and were asked if they are willing to participate and support this project. We promised to use all collected data only for research purposes, providing confidentiality of the respondents.

Discussion and observation.

A number of crucial legal skills that are necessary in most legal activities. It is crucial that pre-service law students should polish the following legal skills to stay competitive in the labor market:

1. Oral Communication is one of the most basic tools of the legal professional. Legal professionals should be able to: A) Express information in a clear, short, and logical way. B) Speak persuasively. C) Advocate a position. d) Acquire legal terminology masterfully. E) Enhance listening skills.

2. Good written communication that includes writing straightforward letters and drafting complex legal documents.

3. Logical Reasoning. Legal professionals must learn to review and process enormous volumes of complex information efficiently.

5. Legal Research. Studying legal concepts, case law, judicial views, regulations and other information is a key legal skill.

6. Time Management and teamwork [4,224].

The principle of using a case study has the following steps:

- find an existing problem in the field of legal system;
- self-study and engaging students to discuss this legal issue;
- discussing collaboratively the solutions to the given cases (legal disputes, situations) in the classroom under the teacher's guidance.

Thus, we suggest that engaging legal case should include the following aspects:

- an entertaining story of a particular existing case;
- a gap in legal regulation, ambiguity or lack of judicial practice;
- an relevant issue which may happen again in the future.

In addition to cases students were offered to discuss short situations and statement and express their views about it, if they support or oppose the statements. They used expressions such as a) Менің ойымша бұл шындықпен жанасады. b) Менің ойымша бұл өтірік өйткені ...

According to Mimoso, M. J., Bravo, B. M. & Gomes, J. C. [5,60] the case study method proves to be a crucial instrument for developing critical thinking, allows understanding reality, and the possibility of transforming it. Engagement in case studies promotes active involvement, participation, and critical thinking among participants [6,109].

Daradkeh & Rakhimbekova [7,15] in their study gives a analysis of the use of case technologies in teaching the discipline of the humanities. The analysis is built on considering solutions of case study tasks in groups at seminars. Stepanka Bilova [8,76] explored the methodology of teaching case briefing and on case briefs within the linguistics research and then describes a sample activity on case briefs from legal English classes. This study has identified that case briefing is a valuable learning activity; nevertheless, some students may find it difficult as they need not only language skills but also general critical thinking skills. The teacher should therefore facilitate their work, help them practice the ability to find relevant information, identify the issue, and comprehend the reasoning behind it. It is recommended to implement a case study approach in several stages:

At the first stage, the teacher acquaints students with the case or situation and its features. At the second stage, a teacher with learners is to identify the main problem, factors, and personalities that can really affect the decision. At the third stage learners start brainstorming, and at the fourth stage, learners analyze the consequences of particular decisions made. At the fifth stage, learners offer their solutions and options (sequences of actions) indicating the possible causes of problems, and ways of preventing the problem.

Using the case-study method as a technology of professionally-oriented teaching is a complex process where algorithms are difficult to define.

In this study student case study approach was based on the following algorithm: (See Figure 1)

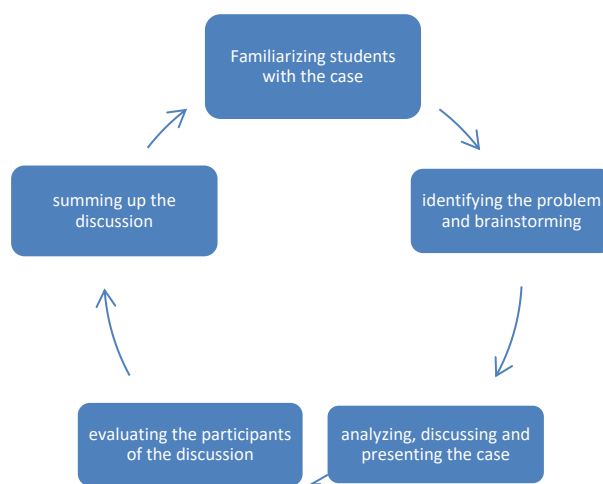


Figure 1. The stages of implementing case study approach in teaching legal discourse.

The study results show that pre-service students have gained new knowledge in legal discourse and improved a number of necessary skills. Analysis of the questionnaire demonstrates that implementing a case study approach promoted students not only language skills (listening, reading, speaking, writing, use of language), but also other necessary skills for their future career such as critical and analytical thinking, problem-solving, and decision-making skills, interpersonal and teambuilding skills, negotiating and presentation skills and anticipating skills.

Analysis of the participant's responses illustrates that among language skills best of all students managed to enhance their speaking skills (80%) and listening skills (66%), whereas reading and learning legal terminology was not a big success only 46 %, Likewise, students noted that developing writing skills in terms of legal discourse based on a case study approach was challenging, and only 40% of learners could develop their writing skills.

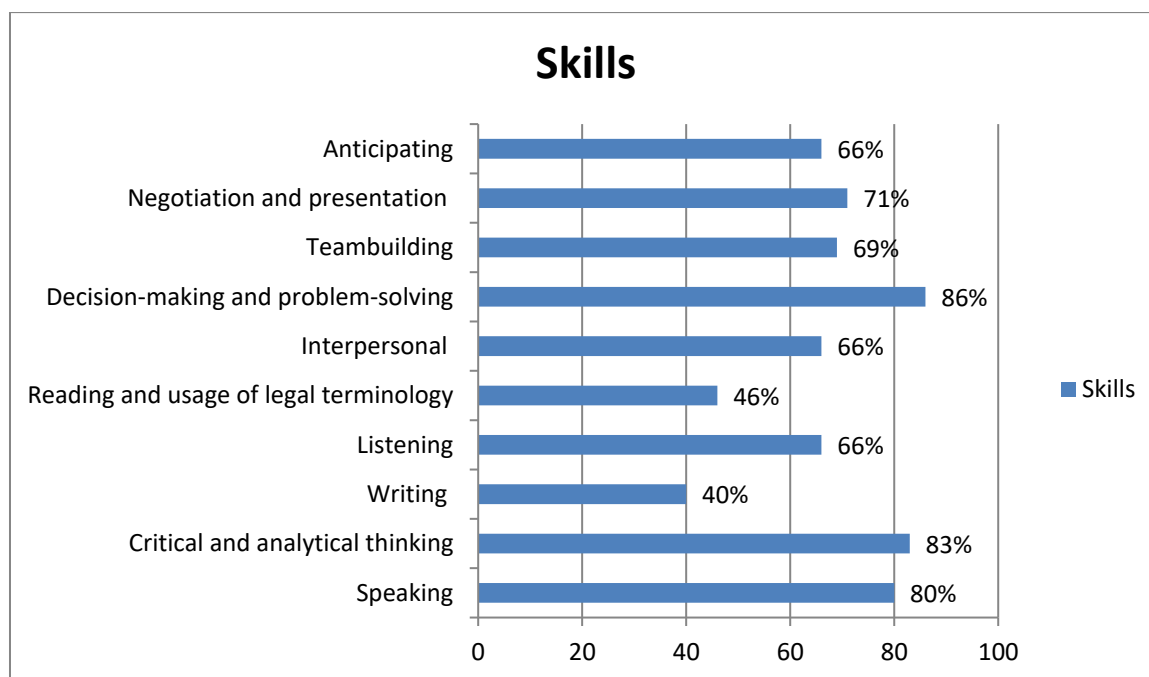


Figure 2. How students benefit from using case-study approach in teaching Professional Kazakh language?

According to survey results besides language skills, PKL course learners indicated that the case study approach had a great impact on developing their soft skills such as problem-solving and decision-making skills (86%), critical and analytical thinking skills (83%), negotiation, and presentation skills (71%), teambuilding skills (69%), interpersonal skills (66%), anticipating skills in problem identification and solving (66%).

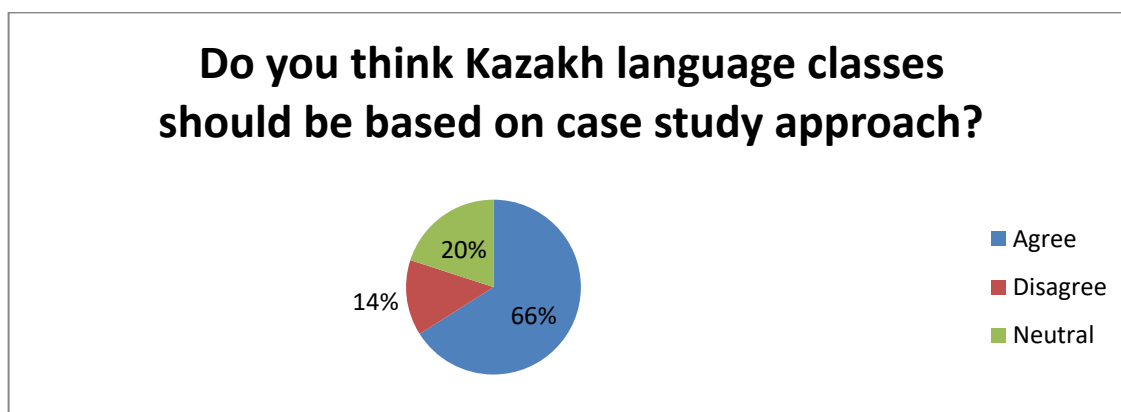


Figure 3. Do you think all Kazakh language classes should be based on case study approach?

Furthermore, this study has identified learners' attitudes towards the case study approach. Figure 3 shows the analysis of students' willingness to be taught based on the case study approach. As we can see from the diagram the majority of the students (66%) agree that the case study approach in PKL classes is beneficial, whereas 20% of the participants did not feel determined to answer this question, and only 14% of respondents disagreed that case study should be used in Kazakh language teaching and learning.

Figure 4 provides information about how PKL course students defined and described Kazakh language teaching based on a case study approach. First of all that we identified that more than 50% of the course participants feel satisfied while learning legal discourse through a case study approach. The results show that 83% of respondents consider the lessons and cases were relevant, appropriate, and interesting, 69% of the students responded that the lessons were pragmatic and developed their linguistic and professional competence. In addition, 60% of learners claim that the lessons were easy, motivating, and engaging.

An interview was conducted among five PKL course participants who volunteered to express their views and feedback on Professional Kazakh language course and classes provided using case-study approach. The goal of the interview was to assess the effect of case studies in their language acquisition process, namely in learning legal discourse, whether using real-life cases developed their language and other skills and learning outcome. In this interview we interacted with participants via video calls in Microsoft Teams platform.

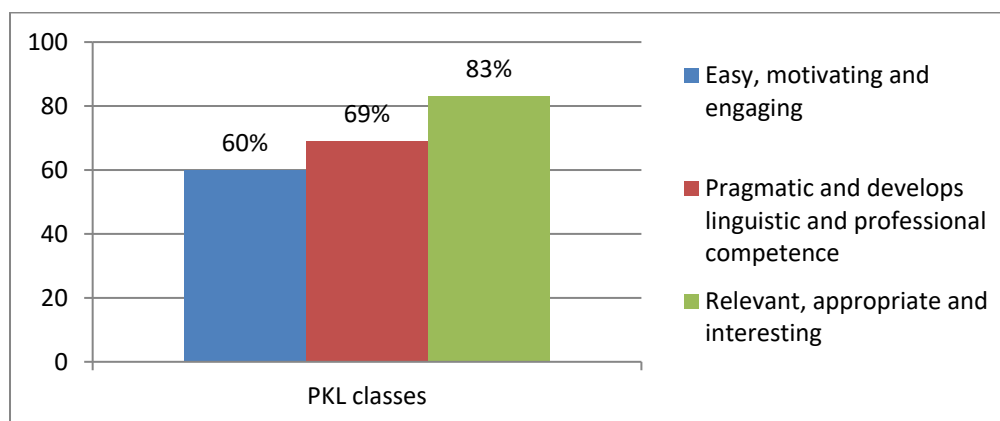


Figure 4. How do you define PKL classes based on case-study approach?

It is noticeable that even though interviewees' answers differed from each other, all students reflected a willingness to learn the legal discourse at PKL classes using case studies. The interviewees agreed that using the case study approach was beneficial, pragmatic, engaging, and innovative. Students indicated many advantages of the case study approach and explained that this approach along with productive skills aided to upgrade their soft skills, especially, critical thinking, analyzing negotiation, and presentation skills which are crucial skills for future in-service lawyers.

According to Fesenko et al. [9,15] mostly language teachers aspire to teach a language not as a system, but as a means of communication, to teach oral communication. Doing so, teachers ensure that their students do not only remember the language system, particular language units, and set of rules, but form skills of productive and perceptive skills as well, so they should speak and listen (generate and perceive texts) in communicative situations, adequately estimating their conditions and features. Composing of a case includes research, methodological and constructive activities of the teacher [10,41].

Results. The research results have shown that using the case study method has a positive effect on students' learning outcomes and developing language and soft skills. Many students noted the significance of case study approach as it combines theory and practice to facilitate students' skills of working with diverse sources of information. Participants also highlighted the pragmatic feature of case study approach, as students do not obtain ready-made knowledge but learn to extract it independently, and new knowledge-based decisions made in the context of life situations are remembered faster than memorizing the language rules. Consequently, students develop communication skills: working in groups, listen to speakers, argue their point of view, and building logical schemes. The case study approach promotes students' thinking, analyzing, and discussion skills, for even low-performing students have a chance to participate in the discussion of cases, since

there are no unambiguous answers that need to be learned. Thus, the case study approach provokes students to put forward their own solutions.

The analysis of the interviewees has shown that students mostly expressed their positive feedback about case study approach which has a positive effect on learners' learning outcomes, such as enhanced speaking and listening skills, and soft skills such critical thinking, organizational and managerial skills. Respondents also mentioned that case study stimulates them to plunge into real-life situations, requiring them to participate in managerial communication, promotes collective in the team as well as individual work in a foreign language environment.

The case study method provides students with a brilliant opportunity to use the acquired language material on the basis of their professional knowledge and teaches students to adapt to real situations. The case study method encourages students to gain new knowledge independently and demonstrate their best performance in the classroom. Especially mixed-ability groups with different levels of language proficiency benefit from the case study approach. It should be highlighted that the case study method affects the students' professional development, and increases interest and motivation to study [11,204].

Conclusion. Summing up, this study verified the hypothesis that the case study approach can be effectively used in professional Kazakh language classes since this method is complex and engages both productive and perceptive skills: reading, speaking, writing, and listening. Students may take an opportunity to communicate using professional Kazakh language and legal terms when communicating with other learners and the teacher. The effect of using a case study approach may depend on three main components: the case quality, students' readiness, and teacher's readiness to plan and design a lesson based on the case study approach and teachers' discussion skills.

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А.А. БУКАЕВА

Ш. Уәлиханов атындағы Көкшетау университеті, Көкшетау, Қазақстан.

Н. БИРАЙ

Памуккале университеті, Денизли, Түркия.

ҚАЗАҚ ЗАҢ ДИСКУРСЫН ОҚЫТУ БАРЫСЫНДА КЕЙС СТАДИ ӘДІСІН ҚОЛДАНУДЫҢ СТУДЕНТТЕРДІҢ ОҚУ НӘТИЖЕЛЕРІНЕ ӘСЕРІ

Аңдатпа. Бұл зерттеуде «кейс стади» әдісі зерттеу әдісі ретінде емес, болашақ заңгер студенттеріне заңгерлік дискурсты оқыту әдісі ретінде қарастырылады. Бұл зерттеудің мақсаты қазақ заңгерлік дискурсын оқытудағы «кейс стади» әдісінің рөлін және оның болашақ заңгер студенттердің қазақ тілін

оқыту нәтижелеріне әсерін зерттеу болды. Бұл зерттеуге Ш. Уәлиханов атындағы Көкшетау Университетінің тарих және құқық факультетінде оқитын отыз бес студенті қатысты. Осы зерттеу Көкшетау университетінің (КУ) 2021/2022 оқу жылы аралығында кәсіби қазақ тілі (КҚТ) курсына өткізілді. Деректер сауалнамалар мен сұхбаттар негізінде жиналды. Деректер сауалнама мен сұхбат нәтижелері негізінде талданды. Зерттеу нәтижелері кейс-стади әдісін қолдану студенттердің оқу нәтижелеріне және тілдік және коммуникативтік дағдыларды дамытуға оң әсер ететінін көрсетті. Көптеген студенттер «кейс-стади» тәсілінің маңыздылығын атап өтті, өйткені ол студенттердің әртүрлі ақпарат көздерімен жұмыс істеу дағдыларын дамыту үшін теория мен тәжірибені біріктіреді. Қатысушылардың жауаптарын талдау көрсеткендей, тілдік дағдылардың ішінде студенттер сөйлеу және тыңдау дағдыларын жақсарта алды. Сонымен қатар, тілдік дағдылардан басқа, КҚТ курсының тыңдаушылары проблемаларды шешу және шешім қабылдау дағдылары, сыни және аналитикалық ойлау дағдылары, келіссөздер мен презентациялау дағдылары, команда құру дағдылары, проблемаларды анықтау және шешу кезінде болжай алу дағдылары, тұлғааралық дағдылар сияқты (soft skills) икемді дағдыларын дамытуға үлкен әсер еткенін көрсетті.

Түйін сөздер: кейс-стади әдісі, заңгер студенттер, әсер, икемді дағдылар, мәселелерді шешу, сыни тұрғыдан ойлау, келіссөздер жүргізу дағдылары, презентациялау дағдылары.

А.А. БУКАЕВА

Кокшетауский университет имени Ш.Уалиханова, Кокшетау Казахстан,

N. BIRAY

Университет Памуккале, Денизли, Турция

ВЛИЯНИЕ ПРИМЕНЕНИЯ ПОДХОДА КЕЙС СТАДИ НА РЕЗУЛЬТАТЫ ОБУЧЕНИЯ СТУДЕНТОВ ПРИ ОБУЧЕНИИ КАЗАХСКОГО ЮРИДИЧЕСКОГО ДИСКУРСА

Аннотация. В этом исследовании метод кейс-стади рассматривается не как метод исследования, а как метод обучения юридическому дискурсу студентов-юристов. Целью данного исследования было изучение роли метода кейс-стади в преподавании казахского юридического дискурса и его влияния на результаты обучения казахскому языку студентов-юристов. В этом исследовании приняли участие тридцать пять студентов-юристов, обучающихся на факультете истории и права Кокшетауского университета им. Ш.Уалиханова. Настоящее исследование было проведено в течение 2021/2022 учебного года Кокшетауского университета (КУ) на курсе профессионального казахского языка (ПКЯ). Сбор данных осуществлялся с помощью анкет и

интервью. Данные были проанализированы с использованием частоты и процентного соотношения, полученных в результате анкетирования и интерпретации результатов интервью. Результаты исследования показали, что использование метода кейс-стади оказывает положительное влияние на результаты обучения студентов и развитие языковых и коммуникативных навыков. Многие студенты отметили важность подхода кейс-стади, поскольку он сочетает теорию и практику для развития у студентов навыков работы с различными источниками информации. Анализ ответов участников показывает, что среди языковых навыков лучше всего студентам удалось улучшить свои навыки говорения и аудирования. Кроме того, помимо языковых навыков, слушатели курса ПКЯ указали, что подход к изучению конкретных примеров оказал большое влияние на развитие их (softskills) гибких навыков, таких как навыки решения проблем и принятия решений, навыки критического и аналитического мышления, навыки ведения переговоров и презентации, навыки построения команды, навыки межличностного общения, навыки прогнозирования при выявлении и решении проблем.

Ключевые слова: метод кейс-стади, студенты-юристы, эффект, гибкие навыки, решение проблем, критическое мышление, навыки ведения переговоров, навыки презентации.

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Авторлар туралы мәліметтер

Букаева Анар Айткалиевна – филология магистрі, Ш.Уәлиханов атындағы Көкшетау университеті, Көкшетау, Қазақстан.

Букаева Анар Айткалиевна – магистр филологии, Кокшетауский университет имени Ш.Уалиханова, Кокшетау, Казахстан

Bukayeva Anar Aitkaliyevna - Master of Philology, Kokshetau University named after Sh.Ualikhanov, Kokshetau, Kazakhstan

Нергиз Бирай – философия докторы (PhD), Памуккале университетінің профессоры, Денизли, Түркия.

Нергиз Бирай – доктор философии (PhD), профессор университета Памуккале, Денизли, Турция.

Nergis Biray – Doctor of Philosophy (PhD), Professor, Pamukkale University, Denizli, Turkey.