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## Case-Method in the Formation of Communicative Ethnopedagogical Competence of a Foreign Language Teacher: based on the Material of Russia, Greece, and Kazakhstan

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### Abstract

The article reflects the results of a study on the formation of communicative competence among future teachers in different countries: Russia, Greece, and Kazakhstan on the material of Russian, English, and Kazakh languages. The professional training of a future foreign language teacher for migrants of different generations and persons focused on migration and professional growth outside national borders is aimed at mastering the whole range of professional competencies of the ethno-pedagogical, historical-cultural, and psycholinguistic plan. The authors consider the case method as a real effective didactic technique that forms ethno-linguistic and cultural communicative competence, which is inextricably linked with ethnic norms of pronunciation of sounds, understanding of texts in foreign languages and background knowledge. The technology consists in the use of methods of complex analysis, discussion, or decision-making on a certain section of disciplines using previously acquired knowledge. The authors believe that the case method in the era of the pandemic is becoming a key methodological technique that forms a complex ethno-pedagogical competence. The case technology combines the simultaneous reflection of a practical problem with the actualization of the complex of acquired knowledge in a combination of educational and analytical activities. The practical significance reflects the challenges of the COVID-19 pandemic, since the case method develops independent thinking in future teachers of foreign languages, forms the ability to deeply understand the topic, helps to combine theoretical knowledge with the realities of life.

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### **1. Introduction**

We consider the formation of communicative competence among future teachers of foreign languages in Russia and Kazakhstan on the material of Russian as a foreign language, English, Kazakh as a foreign language. The choice of these countries is due to the historical ties of partnership relations, as well as changes in the priority of choosing languages as foreign languages and the changes that occur during language acquisition. The post-Soviet space has actualized the importance of learning English as an international language of science, displacing Russian as the language of science in post-Soviet countries, so the popularity of teaching English teachers in post-Soviet countries is stable. Both Russia and Kazakhstan are quite conservative in terms of the stability of traditions and the degree of proficiency in English as the language of international communication, which forces English teachers to look for new forms and ways of teaching English (Galskova, Gez, 2009; Solontsova, 2015).

At the same time, these countries demonstrate a steady interest and an increase in demand for specialists who speak English. In addition, Kazakhstan has officially announced a course on threelinguism in the education system, starting from junior classes and ending with universities. The official languages included in the general education and professional training of specialists in Kazakhstan are Kazakh, Russian, and English. However, more and more schools in Kazakhstan also include Chinese, along with English, Kazakh and Russian. This situation is typical not only for Southern Kazakhstan, which borders with China, but also for Northern Kazakhstan, which borders with Russia. The norms of language training in schools have changed: Kazakh language 6 hours a week, English 4 hours a week, Chinese 4 hours a week, Russian – one hour a week. The communicative competence of Kazakh students studying Russian is due to the close historical and cultural relationships since the interaction of tsarist Russia and the Horde. At the same time, Russian-speaking Kazakhstanis study the Kazakh language in connection with the Kazakhization of the Russian-speaking part of the Kazakh society and the preference for building a successful career for people of a non-titular nation who speak the state (Kazakh) language. Based on this, the formation of professional competencies of future foreign language teachers in Russia and Kazakhstan is based on the use of “ideological phantoms” of their countries.

Currently, both Russia, Greece and Kazakhstan are aimed at attracting repatriates. However, in our opinion, the laws of attracting repatriates are good on paper, but they do not consider the difference in mentality caused by the different conditions of the development of an ethnic group in the metropolis as a majority ethnic group and in another country as a diaspora in a foreign cultural environment, when the ethno-cultural behavioral norms of another country are assimilated.

The current situation in society due to the COVID-19 pandemic has actualized digital forms of education. At the same time, the lack of live communication in the "teacher + student" system in the mode of social lockdowns emphasize the importance of step-by-step construction of training using the ethno-socio-cultural paradigm (Dagbaeva et al., 2020; Karabulatova et al., 2021; Krotik, Morkhun, 2021; Shekhi et al., 2020; Ukrainian, 2020; Vorinov, 2017; Petukh, 2004). The abundance and randomness of massed information using "dirty" techniques of psycholinguistic influence on the audience forces us to appeal to critical consciousness, carefully considering both the ways of providing information and its content. All this requires a high level of intellectual, emotional intelligence and professional competencies (Lugovsky et al., 2018; Fedunova, 2021; Tleuzhanova et al., 2014). Based on this, the formation of the ethno-linguistic and cultural competence of the future teacher of a foreign language was and remains the main task in teaching.

The UN Concept Note clearly states that the COVID-19 pandemic has led to a crisis in the education system, because of which the difference in the educational and intellectual status of generations in different countries will increase due to the increasing problems of various types of inequality (UN Concept Note, 2020: 2). All this cannot but cause a transformation of approaches in education (Danilova et al., 2020), forcing us to look for new ways out in leveling the consequences of the pandemic for the educational system. The pandemic has reduced migration flows to both Russia and Kazakhstan, but the reduction of migration is an international trend during the pandemic.

## **2. Materials and methods**

At the same time, it becomes clear that the processes of preserving ethno-cultural identity and individuality of the “massed person” is stimulated by the elites of countries to develop a clear position both on ethnic and national issues and on the promotion of foreign and native languages (Al-Nofaie, 2020; Cherkasov et al., 2021; Sautieva et al., 2020).

In the course of our work, we used various methods: 1) a competence-based approach aimed at forming the ethno-value consciousness of future teachers and improving their competence; 2) a comprehensive method combining the method of interiorization with methods of forming intercultural competence that promote the comparison of values of different cultures, with the method of cross-linguistic analysis and the method of experiencing and perceiving an emotional nature. This combined method contributes to the individual's appropriation of the basic values of society, the development of personal values, the actualization of the personal meaning invested by the individual in the understanding of values that are significant to him.

The modern format of training levels the role of the teacher, devoting more and more time to self-education and reducing the number of hours for studying pedagogical disciplines in the curriculum. In this regard, many educational institutions go to popular social networks (such as Tick-Tok), creating an advertising “hype moment” to maintain interest in a particular academic discipline. As a result, we have a significant difference between the level of theoretical knowledge and practical readiness for professional activity.

The theoretical calculations are confirmed by experimental empiricism: 1) pedagogical forming experiment; 2) forming pedagogical experiment.

Place of experiments: S. Toraighyrov Pavlodar State University (Pavlodar, Kazakhstan), Peoples' Friendship University of Russia (Moscow, Russia), Democritus Thracian University (Komotini, Greece), Sevastopol' State University (Sevastopol', Russia) in 2019–2022. Each university is represented by a group of 100 to 110 people, the total sample is 430 participants. The timing of the experiment included 3 stages. The first stage: analytical screening and preparation of the experiment program. The content of the program includes information about the purpose, objectives, and hypothesis of the experiment. The purpose of the experiments was to attribute the effectiveness of the use of competence and activity approaches in the formation of the ethnocentric consciousness of future teachers. There were two main tasks solved during the experiments, namely: 1) analytical monitoring of the problem of the formation of ethnocentric consciousness of future teachers; 2) determination of the effectiveness of competence and activity methods in the formation of ethnocentric consciousness. The second performing stage: determining the place and time of the experiment and its scope. Students were involved in experimental situations to identify the relationship between dependent (“Response”, the variable measured in the experiment) and independent (experimental exposure) variables. During the experiment, the assessment of the state of the participants of the pedagogical impact on their consciousness was carried out, the criteria for the effectiveness of the use of methods of interiorization, the method of forming ethnocentric competence, the modeling method, the method of event organization of the educational field, cultural scenario, data recording during the experiment were formulated. The third stage is a questionnaire (repeated), during which information about the state of change in the ethnocentric consciousness of respondents was revealed by evaluating their reactions to the stimulus words, answers to the questions asked. The questionnaires contained three blocks: a) demographic, in which the subjects answered questions about their nationality, level of education; b) a content block with instructions and tasks; c) an analytical block with data on processing the results of the experiment.

The task of this academic discipline is to acquire students' linguistic, local lore and cultural knowledge and to form a system of speech skills of speaking, reading, writing, and listening.

We used process modeling using case methods to screen the course of formation of the studied competence. Taking into account the set task, we have identified the dominant components that develop linguistic and cultural communicative competence in the ethno-pedagogic focus of attention: current psychological and pedagogical, ethno-sociocultural and methodological innovative synergistic principles of educational organization; partner pedagogy; positive, age-related, and cognitive psychology; competence-based and activity-based approaches; integrated subject-language learning principle and the principle of continuous learning in the context of the COVID-19 coronavirus pandemic.

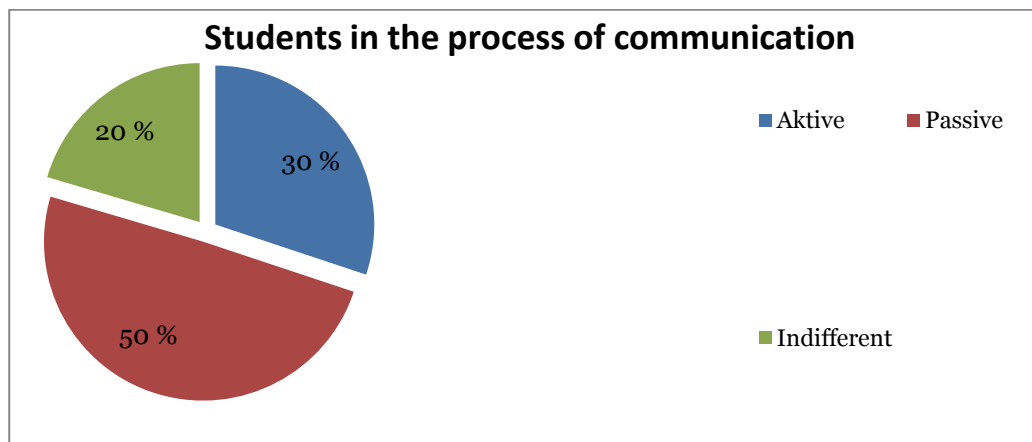
Works on ethno-pedagogy, linguoculturology, general and private methods of teaching languages, on the development of ethnocultural and communicative competencies, intercultural communication formed the theoretical basis of the research work (Abisheva et al., 2019; Aipova et al., 2021; Belbotaev, Bulanbaeva, 2007; Ersoy, 2018; Mattheoudakis, Alexiou, 2009; Petukh, 2004; Poshtareva, 2006; Volkov, 1974). Emphasis was placed on the analysis of research related to the development of a multicultural educational environment in modern world pedagogy (Yilmaz, Boylan, 2016, etc.).

### 3. Results

Distance learning had a strong impact on the student audience during the pandemic. The author's team conducted observations of student groups in different countries and came to the following conclusions.

The language field of the Russian language in the post-Soviet countries is decreasing with an increase in the share of English and Chinese, at the same time it is stable in the countries of confessional unity (Bulgaria, Greece). Russian mentality's proximity to Greek contributes to a quick assimilation of the basic rules of pronunciation of the Russian language by the Greeks. Russian language teachers' ethno-oriented consciousness dynamics itself is conditioned by the ties of the Orthodox religion and the presence of many borrowings from the Greek language and culture in the Russian linguoculture. We consider Russian-speaking residents of Kazakhstan who are studying the Kazakh language (Belbotayev, Bulanbayeva, 2007; Petukh, 2004). The Russian-speaking population of Kazakhstan includes Russians, Ukrainians, Belarusians, Germans, Tatars, Moldovans, Poles, etc. Russian students studying English in Russia are also heterogeneous in their ethnic composition.

The method of observation in the full-time department was used during the ninth semester of the fifth year during classroom classes, in the correspondence department during the entire session period (21 days) also in classroom classes (online-offline format). The results of the observation are shown in Figure 1.

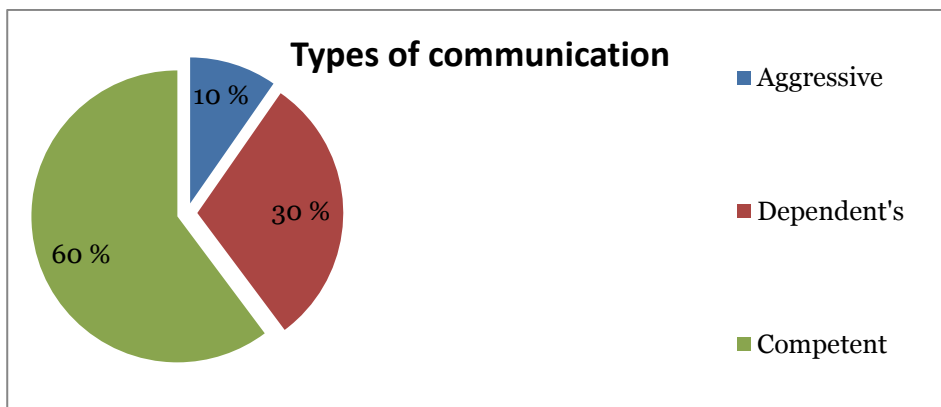


**Fig. 1.** Cumulative results of the method of monitoring the process of communication of students

The observation method revealed: during classroom classes, 30 % of students are actively involved in the educational process, 50 % of students demonstrate passivity in communication. These students listen to the teacher, but remain silent, slowly complete the tasks that are offered to them and 20 % are suspended. These students were engaged in their own affairs during the lesson (they corresponded on the phone, copied lectures to other subjects, etc.). The duration of classes in the online format increased the intactness of most students due to social immaturity and age characteristics. The obtained data give grounds to assert that most students have not formed a communicative competence in the field of interaction between a teacher and a student. In the future, this lack of formation may affect the work of a young teacher with students.

Next, we used the methodology of L. Mikhelson in the translation and adaptation of Y.Z. Gilbukh. With its help, we determined the level of communicative competence and the quality

of the formation of communicative skills among students (Dulinets et al., 2016). General aggressively pressing moods, a high degree of restrictions on social interaction during the COVID-19 period negatively affected the preference of the type of communication among students, regardless of the country and university where the experiment was conducted. This indicates the universals of communicative behavior. Almost half of the total group of subjects during the passage of the methodology chose the answer options characteristic of the dependent or aggressive type of communication. Let's consider the distribution of students at Sevastopol' State University by group. The choice of the student audience of this university is since the university did not have a long online training, unlike the RUDN University. The situation at Sevastopol State University is quite correlated with the situation of teaching in Greece. The Kazakh university occupies an intermediate position between the maximum allowed online training at the RUDN and the minimum in Greece and the Crimea. The results are shown in Figure 2. Types of communication: Percentage ratio of the level of formation of the development of communicative competence by type of communication.



**Fig. 2.** Types of communication: Percentage ratio of the level of formation of the development of communicative competence by type of communication

Next, we examined five types of communicative situations, the results are presented in Table 1. The inclusion of a case method with the dominant "training in communication" allowed us to make a cross-section of new reactions in students during the experiment, which we summarized in Table 2. The data in Table 1 show the initial situation in the student environment, with which teachers had to work.

**Table 1.** The level of formation of communicative competence in communicative situations in universities that participated in the experiment (number of students)

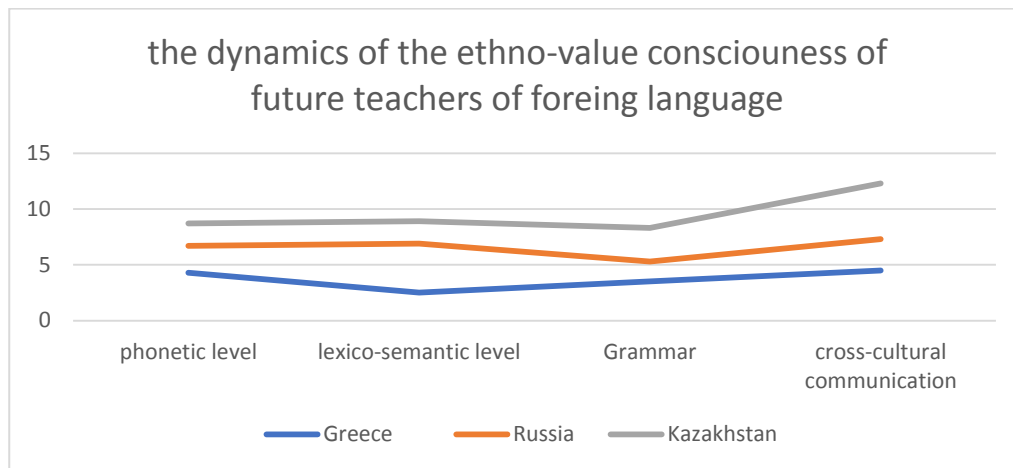
No	Situation's	Competent	Dependent's	Aggressive
1	- situations in which a reaction to the partner's positive statements is required	32	16	10
2	- situations in which there should be reactions to negative statements	46	21	26
3	- situations in which a request is made	52	27	14
4	- conversation situations	50	37	6
5	- situations in which empathy is required	52	32	9



So, the analysis of the results allows us to conclude that 60 % of the students participating in the study showed a high level of formation of communicative competence, 30 % have an average level and 10 % have a low level. As for situations, it is necessary to pay close attention to the following types of situations 2 and 3, and do not miss types 4 and 5 from the field of view.

The conducted research gave an orientation to further work on the formation of communicative competence among future young teachers, as it revealed among the respondents in some situations more than half have an average and low level of communicative competence, which is not allowed for a future teacher to have, which means that it is necessary to revise the forms, means and methods of interaction with students in the process of their preparation for future professional activity.

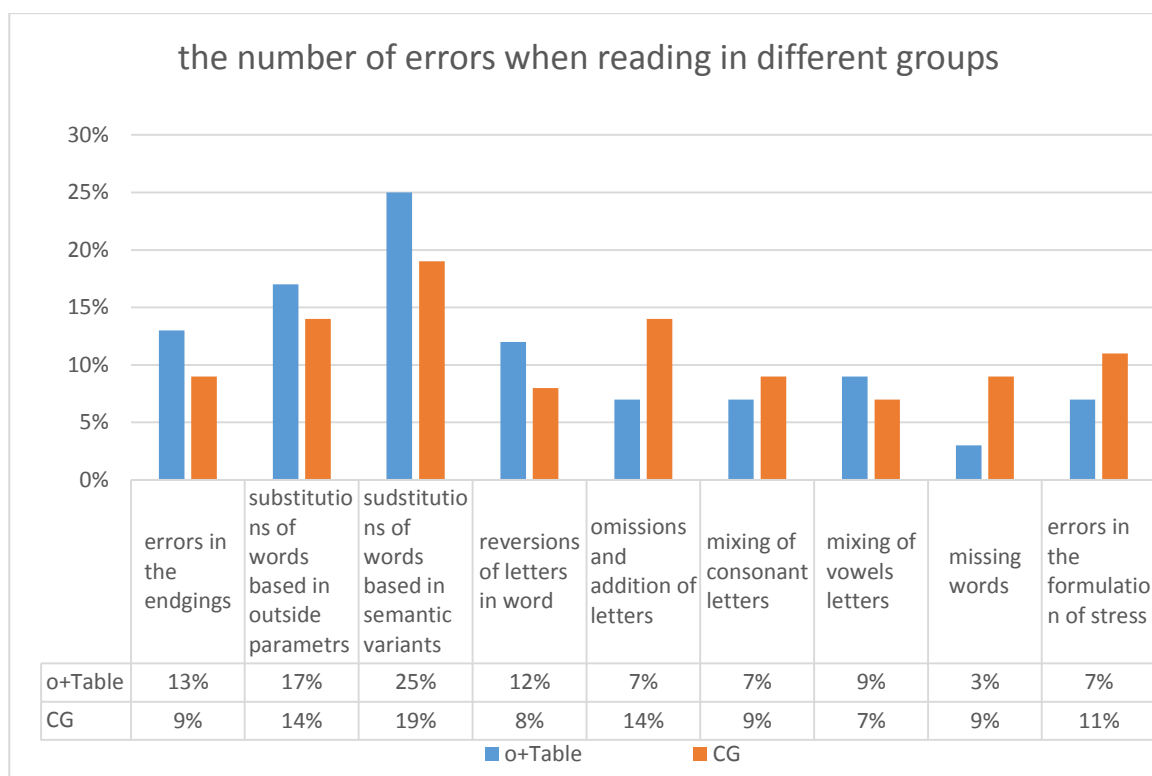
The dynamics of the formation of the ethno-value consciousness of future teachers is shown in the following diagram (Figure 3).



**Fig. 3.** Dynamics of the growth of ethnocentric consciousness among future teachers of foreign languages (Greece, Russia, and Kazakhstan)

As we can see, Russian-speaking students in Kazakhstan studying the Kazakh language are more focused on intercultural communication with representatives of the titular nation than Russian and Greek students. At the same time, this indicator also demonstrates the possibility of assimilation in a foreign cultural environment. We consider the formation of ethno-pedagogical competence within the framework of effective and analytical work. The ethno-pedagogical competence itself consists of a synthesis of the pedagogical competence itself, speech, and language competencies (Sautieva et al., 2019). The ethno-linguistic and cultural competence of students studying a particular foreign language is based on correct listening, reading, speaking, understanding (Gal'skova, Gez, 2009). In this regard, we have grouped the errors that occur, which allows us to conclude about the degree of formation of students' communicative competence.

Errors of the ethno-linguistic and cultural plan occur at all levels of language and speech (starting with phonetics and ending with speech constructions). We noted that mistakes of this kind are inherent in Greek Russian students in 83 % of cases. At the same time, these Russianists, as a rule, do not belong to the reaptriants from Russia or post-Soviet countries. The Kazakhization of the modern Kazakh society oriented the Russian-speaking population to the study of the Kazakh language. Despite the understanding of the norms of the Kazakh ethno-culture and material and household culture, Russian-speaking respondents studying the Kazakh language in Kazakhstan make up to 54 % of such mistakes. At the same time, a group of Russian-speaking students of Russia and Kazakhstan, specializing in English, shows 49 % of errors of this kind. However, the conditions of the pandemic have made the training format more stereotypical and schematic, without the possibility of full immersion in the language environment of the studied country, which poses the task of a conscious and strong-willed attitude to the educational process on the part of the students themselves.



**Fig. 4.** Dynamics of errors in learning a foreign language in different groups

A detailed analysis of the nature of errors shows the unevenness of their presence in different groups. As we can see in Figure 2, the largest number of errors are guessing errors, these include:

A) word substitutions based on semantic similarity (experimental group 25 %, control group 19 %);

B) substitutions of words based on optical similarity (approximately the same values, for example, 17 % and 14 % CG);

C) errors in the endings are 13 % for students of the experimental group and 9 % for students of the control group.

Now we will look at some problems that are associated with gaps in the background knowledge of students studying foreign languages and are caused by differences in linguistic cultures.

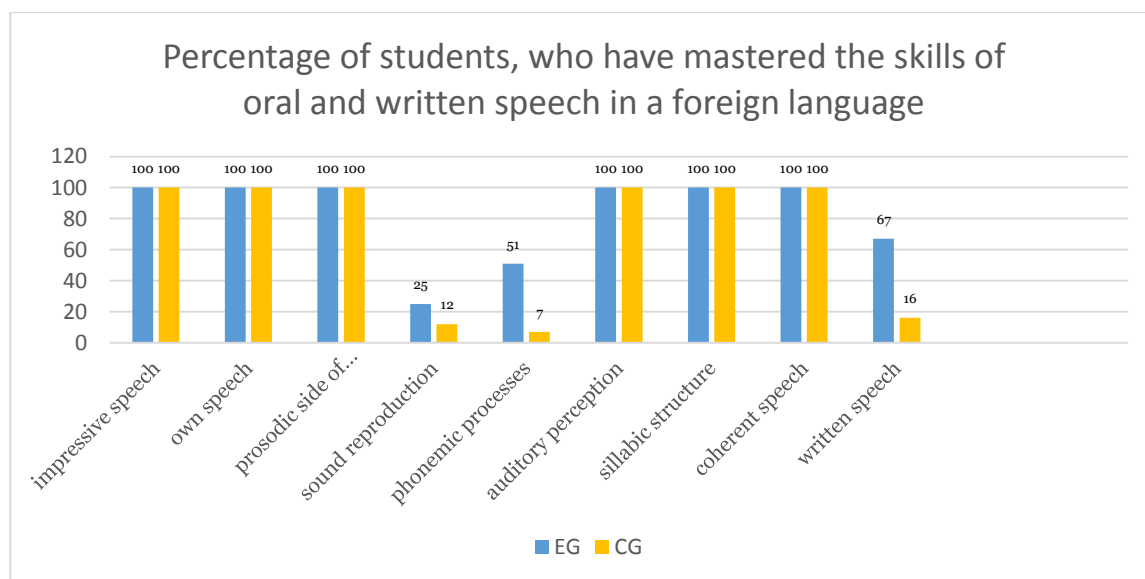
The examination of oral and written speech among students studying foreign languages is shown in Figure 5. The analysis of the results showed that half of the students of the experimental group have disorders associated with phonemic processes, namely, a violation of phonemic perception, analysis and synthesis, lexical and grammatical structure of speech. A study of oral speech showed that 25 % have a violation of sound reproduction. The most common violation was the distortion of the sounds [p], [p’], [l], [l’], [c], [w].

In addition, students who have significant differences in background knowledge about the country of the language being studied, discover a misunderstanding when reading the text. Some students (67 %) have writing disorders, while only 16 % of students have persistent difficulties in writing and spelling words.

The mixing of consonants, vowel letters, denoting close articulatory and acoustic sounds, errors in endings, stress setting, indicate a violation of speech operations (violation of phonemic perception, analysis and synthesis, lexico-grammatical structure of speech) due to the emerging bilingualism.

We used the most diverse methods in the classroom to assimilate the ethno-linguistic, cultural, and psycholinguistic norms of a foreign language (Karabulatova, Polivara, 2012) to keep the attention of students studying a foreign language online, from the empathy method to the competence synergetic one. At the same time, the synergetic method is a fusion of new and

archaic meanings of the value of personal experiences to develop personally significant meanings of Good and Evil.



**Fig. 5.** The percentage of students who have mastered the skills of oral and written speech in a foreign language (year 2 and year 4 of study, experimental and control groups).

So, the purpose of the development of V.D. Arakin (2016) is to form students' foreign language linguocultural and communicative competence in the process of implementing education and developing the student's personality. The task of this academic discipline is to acquire students' linguistic, linguistic, and cultural knowledge and to form a system of speech skills of speaking, reading, writing, and listening. As a result of studying this course, the student should know:

- 1) specific forms of the verb, foreign borrowings from nouns, complex cases of the use of the article, modality. The syntax.
- 2) speech formulas and lexical material (textbook V.D. Arakin, part 5, lessons 1-6).
- 3) basic lexical material and information on the topics of oral practice "Modern methods of teaching foreign languages", "What makes a teacher good?", "Literature", "Books in our life", "Cinema", "Theater", "Actors", "A new challenge in education", "The gap between generations. Problems of youth".

So, in the era of the pandemic, the study of the topic "Go to Visit" revealed new trends related to the norms of behavior at a party. For the pandemic time, meeting friends online using digital means has become a substitute for a real visit. This format of changes was especially difficult for students in Kazakhstan, since the Kazakh tradition, adopted by the Russian-speaking population, is associated with hospitality. At the same time, for Greek students, the topic "Going to visit" is associated with objective difficulties of understanding, since Greek culture is not focused on going to visit. The only exception is the Greeks of the island of Crete, who use this tradition.

After the classes were conducted using the case method, a re-diagnosis of the level of students' communicative competence was carried out.

**Table 2.** The level of formation of communicative competence in communicative situations after applying the case method (number of students)

No	Situation's	Competent	Dependent's	Aggressive
1	situations in which a reaction to the partner's positive statements is required	87	6	0



2	- situations in which there should be reactions to negative statements	46	11	0
3	- situations in which a request is made	61	32	0
4	- conversation situations	57	38	5
5	- situations in which empathy is required	62	36	5

Our assumptions were confirmed. As a result of studying this course, the student demonstrated his *knowledge* about the specific forms of the verb, foreign borrowings from nouns, about complex cases of using the article, about modality. At the syntax level: increasing the volume of speech formulas. At the level of vocabulary: assimilation of more lexical material. At the *skill level*, students were able to: 1) freely use the active material in various types of speech activity; 2) understand the content of complex texts on specific and abstract topics; 3) easily understand almost all forms of written speech, including abstract, structurally or linguistically complex texts, such as textbooks, specialized articles and literary works; 3) express yourself quickly and spontaneously without apparent difficulties; 4) use the language flexibly and effectively for social and professional purposes; 5) clearly formulate thoughts and points of view (your own and others'); 6) convey your views in full to other interlocutors; 7) to present clear, detailed statements on complex topics, developing individual points of view and reaching a logical conclusion; 8) to express thoughts in the form of a clear, well-structured text, expressing it is very common.

Testing the hypothesis about the influence of the case method on communicative competencies according to two tables gives the following results. So, let's look at the tension table and check the first rows. The result is stat. chi square test:

The number of degrees of freedom is 2

The value of the criterion  $\chi^2$  is 33.662

The critical value of  $\chi^2$  at the significance level  $p = 0.01$  is 9.21

The relationship between factorial and performance characteristics is statistically significant at a significance level of  $p < 0.01$

Significance level  $p < 0.001$

The calculated values of the statistical criterion and the significance level  $p$ . – give the following values:

$\chi$

$2 = 33.662, p < 0.05$

For the remaining 4 lines we have

- 2. situations in which there should be reactions to negative statements  $\chi$

$2 = 21.737, p < 0.05$

The number of degrees of freedom is 2

The value of the criterion  $\chi^2$  is 21.737

The critical value of  $\chi^2$  at the significance level  $p = 0.01$  is 9.21

The relationship between factorial and performance characteristics is statistically significant at a significance level of  $p < 0.01$

Significance level  $p < 0.001$

- 3. – situations in which a request is made  $\chi$

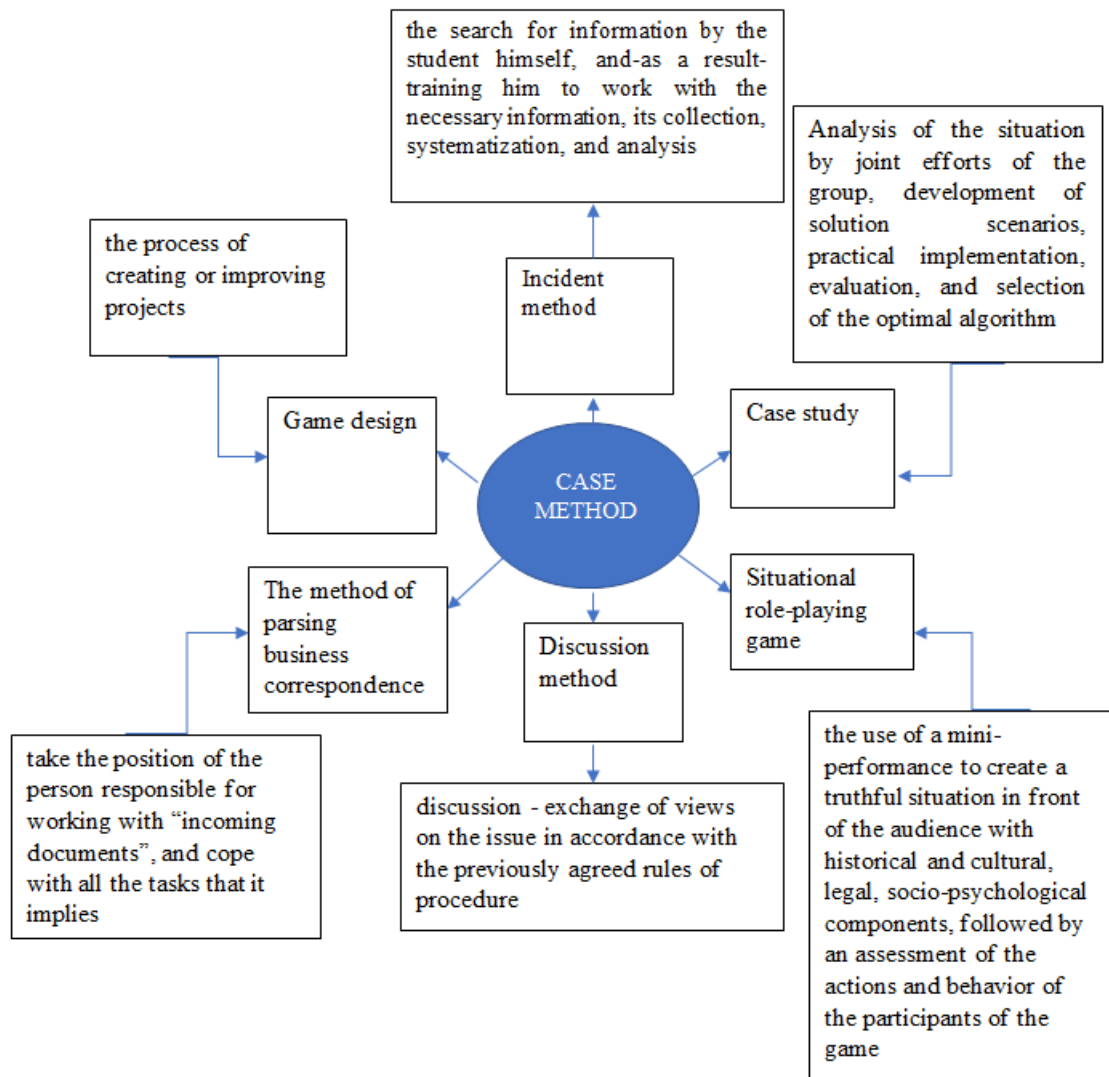
$2 = 15.141, p < 0.05$

The number of degrees of freedom is 2

The value of the criterion  $\chi^2$  is 15.141

The critical value of  $\chi^2$  at the significance level  $p = 0.01$  is 9.21

The relationship between factorial and performance characteristics is statistically significant at a significance level of  $p < 0.01$



**Fig. 6.** The author's model of the formation of the communicative competence of a young teacher through the case method (developed by us – I. K. et al.)

Significance level  $p < 0.001$

- 4. – conversation situations  $\chi^2 = 0.309$ ,  $p = 0.85$

The number of degrees of freedom is 2

The value of the criterion  $\chi^2$  is 0.309

The critical value of  $\chi^2$  at the significance level  $p < 0.05$  is 5.991

The relationship between factorial and performance characteristics is not statistically significant,

the significance level is  $p > 0.05$

Significance level  $p = 0.857$

- 5. – situations in which empathy is required  $\chi^2$

$= 1.750$ ,  $p = 0.417$

The number of degrees of freedom is 2

The value of the criterion  $\chi^2$  is 1.750

The critical value of  $\chi^2$  at the significance level  $p < 0.05$  is 5.991

The relationship between factorial and performance characteristics is not statistically significant,

the significance level is  $p > 0.05$

Significance level  $p = 0.417$

The above research data prompted us to create a model for the formation of the communicative competence of a young teacher through the case method, which is presented in [Figure 6](#).

Modern teachers of Russian as a foreign language continue to rely on the principles of ethno-oriented teaching, developed and put into practice during the Tsarist Russia for teaching in the so-called “foreign” audience on the outskirts of the Empire ([Degtyarev et al., 2021](#), [Magsumov et al., 2021](#)). However, the experience of Tsarist Russia cannot be automatically re-interpreted to modern realities, since the automatic transfer of the old methodological template to modern life can play a “cruel joke”. For example, students who speak Arabic are not native speakers of the same culture ([Al-Nofaye, 2020](#)). They may also belong to different faiths: to Islam or Christianity. Students from Russia also reflect the ethnoconfessional diversity of the peoples of Russia. A foreign language teacher may get into a situation of “methodological confusion” because of insufficient competence in the field of ethnoculture.

#### **4. Discussion**

Today's teachers are forced to look for new scientific and methodological recommendations and improve traditional methods under the influence of restrictions due to the COVID-19 pandemic to improve the organizational, methodological, and educational process of forming the ethno-cultural competence of students in the process of distant online learning ([Arsaliev, Andrienko, 2021](#)).

At the same time, multiculturalist tendencies aimed at the crystallization of transnational identity are becoming quite contradictory and ambiguous, which is provocative in the context of the crisis of local ethno-cultural and national identities, which manifests itself in long-term interethnic conflicts not only on the world periphery, but also in highly developed countries ([Mkrumova et al., 2016](#)). In addition, among the already well-known problems in the field of education, the problem of socialization in the pandemic period of online learning has been clearly identified. The researchers emphasize the cyclical nature of the occurrence of such situations in times of social crisis, which requires special control over the younger generation ([Marinenko et al., 2019](#); [Kattsina, Karabulatova, 2020](#)).

We analyzed the proposed ethno-pedagogical models of communicative competence ([Krotik, Morhun, 2021](#); [Magsumov et al., 2021](#)), in which we see the absence of a linguistic component, which, in our opinion, is an important omission.

Today we are witnessing a devaluation of the importance of linguistic, as well as ethno-cultural, pedagogical components in education due to unification socio-political processes under the influence of globalization and the “vulgar interpretation” of the digitalization of society's life. In this regard, there is a weakening of the individual's sense of belonging to a certain ethnic and socio-culture, society, and the state. Hedonistic ideas of procrastination, downshifting and cosmopolitanism cover not only the intellectual and business elite, but also ordinary citizens who, following the representatives of international capital, express opinions about the opening and elimination of national borders, which creates difficulties in complying with the necessary anti-pandemic measures. In this regard, a special mission is assigned to teachers who become a “filter” for the selection of demonstration material in a foreign language.

These important components of the formation of ethno-pedagogic communicative competence become the basis for integrative learning ([Aipova et al., 2021](#); [Dagbaeva et al., 2020](#); [Ersoy, 2018](#)).

The use of the case-stage method involves learning in practice, in an artificially created environment. With the help of a teacher, a future specialist solves professional problems. This can be a variety of situations, for example, the ability to correctly formulate your thoughts in a foreign language, understand the interlocutor, search for information in a foreign language in literature, on Internet sites, writing a resume, writing a letter of employment ([Poshtareva, 2006](#); [Solotsova, 2015](#); [Voronov, 2017](#)).

Due to the fact that the complementarity and interdependence of professional training levels ensure the integrity of the educational process and its non-linearity, interdisciplinary integration and the possibility of designing learning outcomes in the context of competencies, the use of the case method in the process of methodological training of a future foreign language teacher needs to rethink and concretize the features of the educational and cognitive activity of students, as well as the specific activity of the teacher who organizes the appropriate training ([Galskova, Gez, 2009](#)).

The use of the case method by the teacher, on the one hand, stimulates the individual activity of students, forms a positive motivation for learning, reduces the number of passive and insecure

students, ensures high efficiency of training and development of future specialists, forms certain personal qualities of competence, and on the other hand, it gives an opportunity for a teacher to improve himself, to update his own creative potential (Abisheva et al., 2019; Kozyreva, 2007).

The process of preparing the use of the case method is based on the skills and abilities of working with information technologies (Fedunova, 2021), allows you to update existing knowledge, activates research activities of a person, since in general, the case method contributes to the development of self-analysis skills, analytical, practical, creative, communicative, social.

## 5. Conclusion

Case packages are an effective method of training future teachers of foreign languages, demonstrating the clarity of working out algorithms for the formation of students' communicative competencies. The case method activates theoretical knowledge and practical experience, develops the ability to express thoughts, ideas, proposals, see an alternative point of view and argue your position, as well as improves analytical and evaluative skills. The use of the case method requires more time from the teacher to prepare cases, overcome significant difficulties, but nevertheless this method brings great pleasure to both the teacher and the student.

Traditional sociality is being transformed due to the COVID-19 pandemic under the influence of the dominance of information and communication technologies in education due to quarantine restrictions and the priority of digitalization of society, increasing the gap between generations of teachers and students (Shehi et al., 2020; Karabulatova, Aipova, Butt, Amiridou, 2021). The predominance of online communication in new educational formats is actualized by the importance of foreign language proficiency (Ukrainian, 2021). At the same time, typical errors are found that reflect the need for a deeper analysis and elaboration of the formation of communicative skills in the conditions of online communication, which cannot fully form communicative competencies, since the very form of educational communication is more indirect than real. The lack of close real communication negatively affects both general communicative competencies and communicative competencies in a foreign language. Clearly formulated cases help to identify hidden deviations and contribute to the formation of ethno-linguistic and cultural communicative competence outside the provocative field of interethnic and intercultural conflicts.

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