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FORMATION OF SOCIO-CULTURAL COMPETENCE THROUGH THE USE OF CASE STUDY TECHNOLOGY IN TEACHING A FOREIGN LANGUAGE

The article examines the possibilities of enhancing students' motivation in developing foreign-language sociocultural abilities and addresses this issue through the use of the case study method. The role of case technology in fostering sociocultural components of foreign language education and its impact on learners are discussed. Within the framework of the research, the general content and functional features of this method were demonstrated.

Through the use of case technologies, students develop communication, curiosity, creativity, and practical skills. According to the research findings, the application of the case method increases students' motivation to learn.

In addition to these skills, language learners are able to process the studied material quickly and easily and express their ideas freely in group discussions. The experimental study involved 50 students. Before and after the study, students were surveyed about the effectiveness of the case method, their motivation to study cultural features, and their sociocultural competence, and the results were analyzed based on their opinions. Based on the study of students' motivation to master the cultural characteristics of different countries, a research course was conducted, and teachers were provided with methodological recommendations aimed at increasing students' motivation.

Keywords: "case-study" method, socio-cultural competence, motivation, English language, innovation system, technology, technique, motivation.

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Шет тілін оқытуда Case STUDY технологиясын қолдану арқылы әлеуметтік-мәдени құзыреттілікті қалыптастыру

Мақалада студенттердің шетел тілін үйрену барысында әлеуметтік-мәдени қабілеттерін дамытуға деген мотивациясын арттырудың түрлі мүмкіндіктері қарастырылып, бұл мәселені шешудің тиімді жолы ретінде «кейс-стади» әдісін қолдану сипатталады. Шетел тілін оқытудағы әлеуметтік-мәдени компоненттерді қалыптастыру мен дамытуда кейс-технологияның атқаратын рөлі және оның студенттерге тигізетін әсері жан-жақты талқыланған. Зерттеу жұмысының аясында осы әдістің жалпы мазмұны, құрылымы мен функционалдық ерекшеліктері айқындалды. Кейс-технологияларды қолдану арқылы студенттер коммуникация, қызығушылық, шығармашылық және практикалық дағдыларын дамытады. Зерттеу нәтижелері бойынша кейс әдісін пайдалану студенттердің оқу мотивациясын айтарлықтай арттыратыны дәлелденді. Сонымен қатар, тіл үйренушілер өткен материалды тез әрі тиімді меңгеріп, өз ойларын топтық талқылауларда еркін жеткізе алады. Эксперименттік зерттеуге 50 студент қатысып, зерттеу алдында және соңында сауалнама жүргізілді. Студенттердің кейс әдісінің тиімділігі, мәдени ерекшеліктерді меңгеруге деген ынтасы мен әлеуметтік-мәдени құзыреттілігіне қатысты пікірлері талданды. Зерттеу нәтижелеріне сүйене отырып, студенттердің әртүрлі елдердің мәдениетіне деген қызығушылығын арттыру мақсатында арнайы курс ұйымдастырылып, оқытушыларға әдістемелік ұсынымдар берілді.

Түйін сөздер: "Case-study" әдісі, Әлеуметтік-мәдени құзыреттілік, ағылшын тілі, инновациялық жүйе, технология, әдіс, мотивация.

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**Формирование социо-культурной компетентности путем использования
case study технологии при обучении иностранному языку**

В статье рассматриваются возможности повышения мотивации студентов в развитии иноязычных социокультурных способностей и решение проблемы с использованием метода «кейс-стади». Обсуждена роль кейс-технологии в развитии социокультурных элементов обучения иностранному языку и рассмотрено ее влияние на учащихся. В рамках научного исследования было продемонстрировано общее содержание и функциональные возможности данного метода. С помощью Case Technologies студенты развивают коммуникацию, любознательность, креативность и практические навыки. Согласно исследованию, при использовании кейс-метода повышается мотивация студентов к обучению. В дополнение к этим навыкам изучающие язык способны быстро и легко обрабатывать пройденный материал и свободно выражать свои идеи в группах. В экспериментальном исследовании приняли участие 50 студентов. До и после исследования студенты были опрошены об эффективности кейс-метода, их мотивации к изучению культурных особенностей и социокультурной компетентности, а результаты обсуждались на основе их мнения. На основе исследования уровня мотивации студентов к освоению культурных особенностей каждой страны был проведен исследовательский курс и преподавателям даны методические рекомендации по повышению мотивации студентов.

Ключевые слова: метод «case-study», социокультурная компетенция, английский язык, инновационная система, технология, метод, мотивация.

Introduction

In the contemporary world, foreign language learning is inextricably linked to understanding the culture of the target language. The expansion of international relations across all domains of society necessitates that language learners acquire not only linguistic proficiency but also cultural literacy. Issues related to foreign cultures have recently gained unprecedented relevance. However, this heightened interest in the cultures of other peoples is often not driven by a desire to enrich one's own culture through the uniqueness and accumulated experiences of others. Instead, this increased interest is largely motivated by the prevailing social, political, and economic prerequisites on the global stage. As science and technology progress, and new forms of communication emerge, cultural dialogue is intensifying. This expansion of cultural interactions necessitates the cultivation of tolerance and understanding toward other cultures in order to prevent potential conflicts. The passage suggests that the current interest in other cultures is often driven less by a sincere appreciation of cultural diversity and more by pragmatic geopolitical and technological imperatives that have rendered cross-cultural engagement unavoidable. The key challenge, therefore, lies in fostering a truly open and respectful approach to other cultures–one that goes beyond utilitarian concerns or mere conflict avoidance. (Ter-Minasova, 2000).

Crucially, the emergent paradigm reflects a discernible shift from the traditional conceptualization of "qualification" towards the more nuanced concept of "competence". This paradigmatic transition embodies a broader institutional and curricular reorientation, one that seeks to realign tertiary education with the evolving exigencies of the globalized professional milieu and societal landscape. The communicative competence of university graduates in foreign languages remains insufficiently developed. Moreover, foreign language learning is often accompanied by a decline in student motivation, which can be attributed to several objective factors, including the lengthy process of knowledge acquisition, the perceived remoteness of learning goals, the lack of interaction with native speakers, and the absence of an authentic language environment. The disparity in the development of its distinct crucial elements, especially the socio-cultural aspect, which plays a crucial role in the effectiveness of intercultural communication, is a matter of concern. The current state of affairs reveals that there is a clear indication of the necessity for the enhancement of socio-cultural competency, which often exists as mere statements during the phase of advanced education, where the predominant focus lies on the acquisition of knowledge in foreign language training programs.

In the evolving external and internal environment and conditions necessary for learning, finding effective ways to foster foreign-language learning motivation and establish a solid framework of un-

derlying motives are becoming increasingly important in the field of education. The motivational domain of an individual is a multifaceted and dynamic construct, the mechanism of which can be proficiently managed. We argue that employing the case study method can assist in forming and nurturing the motivational basis of socio-cultural proficiency. In the era of interactive technologies, the case-based approach gains particular relevance, as it enables students to master a wide range of speech behaviour patterns essential for the successful development of foreign-language communicative skills.

A comprehensive understanding of a country's cultural norms, traditions, and everyday practices serves as a vital prerequisite for the development of intercultural competence, contributing not only to the enrichment of academic knowledge but also to the cultivation of tolerance and respect for cultural diversity. Therefore, particular attention should be paid to the search for educational resources that enable the effective implementation of such instructional strategies. Interactive technologies, in this context, serve as powerful tools for enhancing the learning environment and supporting pedagogical practices. Instead of following the traditional sequence from theory to practice, interactive technologies should be integrated into an educational framework that emphasizes the development of linguistic and cultural awareness, leading students toward theoretical insight through experiential and practical engagement.

Literature review

The cultural aspect of teaching a foreign language appears to be increasingly significant nowadays, with the increase of economic, political, cultural, and social ties between states.

According to S. Ter-Minasova(2000), each foreign language lesson "represents a crossroads of cultures, since each foreign word outlines a foreign-language environment and a foreign-language culture".

Language and culture are intricately intertwined, existing in a symbiotic relationship: achieving proficiency in a foreign language for communication purposes necessitates a deep understanding of the unique cultural aspects of the language's country of origin (Ter-Minasova, 2000).

Due to the application of the competence approach in science, the term "competence" is currently widely used in various studies. The study of various sources of psychological, pedagogical and educational literature allowed us to come to the conclusion that these concepts arise in a wide variety of frameworks and are understood differently by different scientists.

The idea of "competence" is defined by the dictionary of foreign words as "a range of issues in which a person has knowledge and experience"(Online dictionary).

The terms "sociocultural competency" and "motivational basis" are used to characterise interdependence. The development of competencies is impossible without the demands of society, or an outside incentive, and the individual, or his personal motivation. Consequently, the dynamics of motivation increase as abilities are applied and personal activities provide desired results. The motivational mechanism is one component of the system of interest in making the most of educational activities(Carnegie Mellon, 2008)

Motivation can be defined as the entire system of components, processes, and instructional strategies that help students become motivated to achieve important goals. Understanding the motivations behind teaching and being able to recognize and effectively handle them are essential for the best possible arrangement of the learning process.

It is impossible to acquire proficiency in a foreign language if one is not immersed in a natural language setting and converses with native speakers. In practice, teaching a foreign language takes place outside of the typical linguistic realm.

The Latin verb "moveo", which meaning "to move", is the source of the English word "motive". A new methodological terminology and ideas dictionary defines "a motive" as an incentive to action related with meeting a person's requirements (Azimov, 2009).

Motivation, according to I. A. Zimnaya(2009), is a complex collection of driving factors of behaviour in the shape of wants, interests, objectives, and ideals that influence human action.

According to E.P. Ilyin(2008), learning motivation encompasses all aspects that influence the manifestation of educational action. Students' needs, ambitions, attitudes, a feeling of obligation, and so on .

Kazakhstani scientists Kabenova D.M. and Zhusupova R.F. (2020) emphasise the importance of the instructor in helping students develop their motivation while studying a foreign language, and Ahmedzhanov A.B. (2017) discusses traditions as the foundation for developing professional motivation.

Therefore, an incentive that forces someone to take action in order to accomplish a desired objec-

tive and is directly tied to their needs may be defined as motivation.

Socio-cultural competence, according to V.V. Safonova (2001), is a collection of sociocultural skills and knowledge that allows students to speak professionally, saturated with professionalism and terminological units of a highly specialized orientation. Socio-cultural competence is seen by V.V. Safonova (2001) as a system-forming aspect of communicative competence. This concept encompasses language, speech, linguistic, sociolinguistic, general cultural, and topic competencies. As part of the socio-cultural competence, it is also necessary to highlight the country-specific competence, which implies a qualitative mastery of the student's country-specific knowledge, allowing to distinguish semantic structures within national-cultural contexts, competently use country-marked linguistic units in speech, correctly interpret country-specific information, apply suitable background information for the interpretation of country-specific neologisms, analyze country-specific information in the media.

Sociocultural competence is a person's ability to interact with representatives of different cultures, to understand and respect their values, norms and traditions. It includes knowledge and understanding of cultural characteristics, the ability to adapt to various social situations, the ability to communicate effectively and cooperate with people from different cultures.

In the development of socio-cultural competency, the scientist considers the following factors:

1. The amount of national-cultural knowledge and worldviews produced by students via sociocultural experiences.

2. The inextricable link between the creation and growth of learners' broad sociocultural competency.

3. The capacity to convey one's perspective clearly and profoundly during conversation, to make effective judgements in any challenging scenario, and to get out of the situation appropriately and grow oneself freely as a consequence of gained knowledge and abilities. the capacity to select an effective method and methods.

4. Developing a positive emotional bond with learners so that they share the desire to discuss future difficulties with you during their education.

5. Learning a foreign language is seen to be a difficult process that "forms stereotypes of a person's behavior".

According to Baryshnikova(2009), the following categories of knowledge and abilities are among the most significant components of socio-cultural competency (see table 1):

Table 1 – Basic elements of socio-cultural competence proposed by I.V. Baryshnikova (2009)

| Elements	
Knowledge	Knowing and being able to employ national culture lexical-semantic units in communication.
Knowledge	Should be trained to use this knowledge and strategy, which is based on national-cultural communication elements and behavioral norms of the country where the language is being taught, in a conversation with a foreign official.
Ability	Understanding the historical-cultural, ethno-cultural, and socio-cultural background of the nation in which the language is being studied, as well as exchanging ideas with its people, are essential.

Socio-cultural competence should be taught as a component of sociolinguistic competence, according to the state educational standard for foreign languages of the continuing education system. It defines socio-cultural competence as the ability to present authentic national characteristics: understanding of one's own country's traditions, beliefs, rituals, and other national-cultural traits, as well as the ability to present them in comparison to the country where the language is studied (Figure 1).

After examining the viewpoints of several scientists, we arrive at the final analysis that all of these opinions align with the state education standard for foreign languages under the continuous education system. Refer to Figure 2.
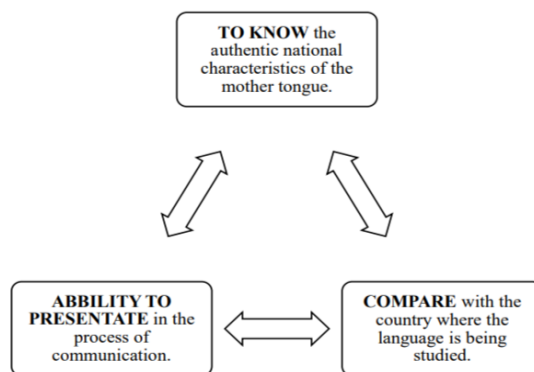
Figure 1 – The State Educational Standard for Foreign Languages
of the Continuing Education System Provides a Set of Abilities Based
on Social and Cultural Competence
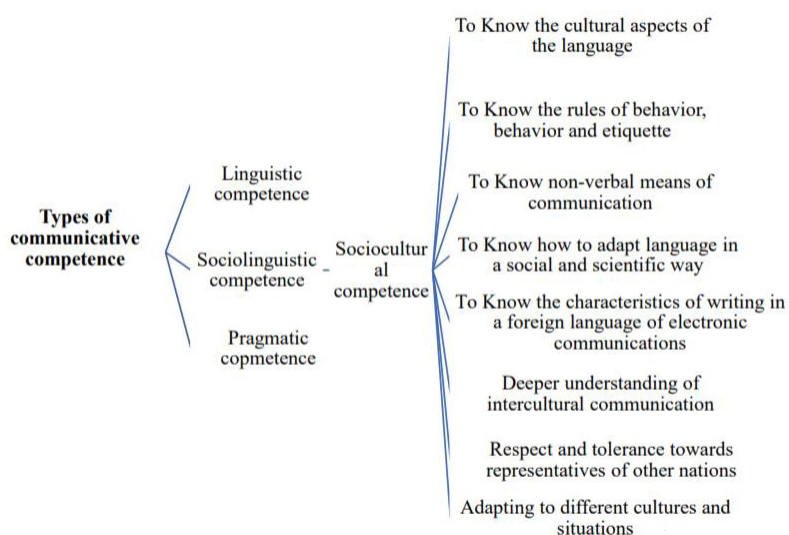
Figure 2 – The State Educational Standard for Foreign Languages
in the Continuing Education System: The Appearance of Social and Cultural Competence

The enhancement of socio-cultural proficiency necessitates the examination of the social adaptation element, commonly known as the process in which an individual adapts to a different culture while ensuring the absence of cultural alienation or disregard. To implement this factor, a set of measures can be used, including various methods and exercises to train susceptibility to cultural and linguistic differences, the correct use of linguistic means depending on the style of communication, the accurate comprehension of the expression of a foreign language mindset. Simultaneously, one must also take into account the potential variations in students' capacities for engaging in intercultural communication, each person, as a rule, has their own ideas and beliefs about certain aspects of cultural communication, but this once again confirms the need to form these skills, develop such qualities as openness, tolerance, and willingness to establish contact in a person and communication. Put another way, the development of socio-cultural competence in students entails not only broad concepts about the world and the cultural traits of various nations and ethnicities, but also the capacity to adapt to various communication contexts and live in diverse cultural realities.

The method of Case study fulfills all the psychological and pedagogical criteria necessary for the effective cultivation of motivation. It encompasses linguistic and national-cultural content, impacts the audience's emotional realm, enhances awareness of

the necessity, fosters motivation, and possesses considerable educational value. Moreover, it holds aesthetic significance for individuals learning a foreign language. The methodologies of Case study, which we have scrutinized in terms of nurturing distinctive competencies, particularly socio-cultural ones, assume a critical role in socio-cultural visibility. From our perspective, socio-cultural visualization pertains to the socio-cultural attributes of the native speakers of the language under examination. This serves as a valuable instrument for cultivating motivational practices and averting demotivation in the foreign language learning process.

The utilization of cultural and ethical representations in the given scenario establishes the groundwork for an engaging socio-cultural strategy in foreign language instruction. This instructional approach aids in the absorption of the fundamental standards, practices, and rituals of the specific country where the target language is spoken, allowing the student to incorporate the distinct mentality and language structures linked to the language.

It is important that we comprehend what "case" means before applying this approach. A case is a story. Cases describe real-world occurrences or issues as carefully and honestly as possible, allowing students to experience the complexity, ambiguities, and uncertainties. There are different case forms. Formal written cases, newspaper articles, movie clips, TV news stories, pictures, word problems in maths, and works of art are a few examples (Carnegie Mellon, 2008).

The use of the case study approach in educational settings typically involves immersing students in instances of foreign language and cultural practices. This approach aids students in cultivating their sociocultural proficiency by creating a language-rich environment during the course of formal education. This setting facilitates instruction on the development of both verbal and nonverbal expressions, ultimately ensuring the acquisition of sociocultural competence and, consequently, communicative competence in its entirety.

Nevertheless, the issue of employing case technology to develop students' socio-cultural competence in foreign language classes remains inadequately researched. Educators encounter challenges in implementing this approach, identifying appropriate scenarios, and correctly explaining the concept to students. These factors ultimately influence the selection of the research topic.

Proceeding to the description of the named technology, first of all let us turn to the content of the concept of "case". Within the framework of the Russian pedagogical approach to foreign language instruction, the expression "case study" denotes:

– a pedagogical strategy centered on problem-situation analysis facilitated through the resolution of distinct problem scenarios (cases). (Logacheva, 2014)

– one of the most successful strategies to encourage learners to engage in active speaking and independent thinking (Mirolyubov, 2010).

The dean of Harvard University, Professor Christopher Columbus Langdell, employed the case method in instruction for the first time. Langdell encountered strong opposition to his unconventional teaching style, which was different from lectures and seminars. However, throughout the first three years, six additional law schools as well as Harvard University recognised the method's originality and efficacy (Ter-Minasova,2000). G.A. Bryansky, Yu.Yu. Yekaterinoslavsky, Yu.D. Krasovsky, V.Ya. Platov, D.A. Pospelov, and others made substantial contributions to the development and use of situational analysis technology (Malaeva, 2012)

The technology of case study (situational analysis) is a linguo-didactic approach that entails instructing authentic oral communication while exploring a problem scenario based on actual facts, prompting students to collaboratively explore potential solutions.

The essential characteristics of case technology that define its core include:

1) the existence of a descriptive narrative delineating an actual occurrence involving a distinct issue, or possibly multiple issues;

2) the necessity for a comprehensive scrutiny of said occurrence, dissecting it from diverse standpoints;

3) identification of underlying problems of different natures within the event;

4) prediction of the possible repercussions that could stem from the occurrence;

5) development of numerous alternative resolutions to tackle the issue(s) at hand (Mirolyubov, 2010).

These five distinctive features capture the core components that make up the case study approach as a linguo-didactic technology in the context of foreign language instruction. By incorporating these elements, the case study method aims to engage students in a comprehensive, analytical, and problem-solving oriented exploration of authentic, real-world scenarios.

Materials and methods

In the system of teaching foreign languages, case technology enables teachers to: enhance students' proficiency in both dialogical and monological speech; foster their capacity for creative analysis; broaden their speech experience by helping students solve problems in a way that will help them navigate real-world scenarios with speed and reason; and shape their socio-psychological preparedness for collaborative learning.

When implementing a case study with different strategies, whichever technique is used in a FL lesson, the use of the method of role-playing, Discussion, Analysis, description contains the following teaching stages (Table 2).

Table 2 – Teaching Stages Using Method Case Study

Stages	Content
1. Introduction	a) the teacher clarifies the didactic goals, b) develops the corresponding specific situation of the lesson;
2. Planning	a) action planning; b) defining a working strategy; c) definition of evaluation criteria; d) distribution of roles (responsibilities)
3. Analysis of the situation	a) students participate in the discussion of a specific situation, so it is very important to think over the most effective form of presentation of the material, work in a group or individually is organized;
4. Discussion	a) a stage of joint analysis with the team after familiarizing with the situation, presenting various alternative ways to solve problems and clarifying their thoughts with arguments;
5. Concluding stage	a) students find several options for optimal solutions to one problem and summarize, comparing the results of the analytical work of each group. b) summarizing the work
6. Evaluation of outcomes	a) analyzing the performance of work; b) reasons for success and failure

After scrutinizing the various class sessions, it became apparent the extent to which the students had developed sociocultural competence. The evaluation was conducted in compliance with the standards for determining the degree of sociocultural competency formation.

1. Introduction Stage. Experienced English language training for learners in Kenzhegali Sagadiyev International Business University 1st year students using case study method was held in c. Almaty teaching practice. The practical experiment took place from October to December 2023. Thirty classes were held, fifteen of which used case study techniques for first-year students of group A in the experimental group (EG) and fifteen of which used traditional methods for students in the other first-year group B (control group, CG). First-year group B students participated in the majority of the lessons, which focused on cases and activities.

After each phase of the experiment, control sections were completed in order to determine the initial, current, and final degree of formation of the sociocultural competence. Establishing the control (CG) and experimental (EG) groups as well as the degree of social and cultural skill development in speaking were the goals of the initial phase. The choices were based on the instructor's advice, his personal observations, and the students' final evaluations.

Table 3 – The total number of students

Control group	25
Experimental group	25
Total stude+nts	50

Aims: to instill in learners a tolerant attitude towards the people and culture of a certain nation, as well as to boost their enthusiasm to study about the nation, its culture, and daily life.

2. Formative stage. We completed interactive projects using a three-part process during the ses-

sion. The initial part of this paradigm involved organizing and developing lesson plans and reading educational, psychological, and methodological literature related to the subject of interest. Students will engage on a variety of social and cultural objectives and circumstances in the second part.

The purpose of the second stage is to show how musical resources can be used to improve students' intercultural competency in practical contexts. To achieve the goal, an assignment system has been created that consists of the following:

- employ case materials to perform a series of lessons; (Appendix 1)

- incorporate control case tasks in the classes to assess the level of formation of intercultural competency.

During the initial phase of the study, the focus was predominantly on fostering Content comprehension and enhancing the development of motivational and socio-cultural competencies in the domain of Communication to elicit subject motivation in English. Subsequently, in the second phase, emphasis was placed on honing communicative and auditory abilities, resolving situational challenges, and encouraging the expression of personal viewpoints without hesitation.

3. Control stage

The control stage aims to assess learners' motivation to build sociocultural competency.

The objectives of this stage can be outlined as follows:

- to execute an assessment aimed at evaluating the extent of sociocultural competence development in learners;

- to administer a questionnaire pertaining to the curriculum;

- to examine the gathered data;

- to establish a connection between the outcomes of the evaluation and monitoring phases.

We performed a survey among Kenzhegali Sagadiyev International Business University students in order to give a full motivating picture directly relevant to our professional operations, in addition to analysing theoretical literature and our personal observations. The poll included 50 first-year students. The investigation was conducted through the utilization of a questionnaire created by our team to evaluate and identify students' inclination towards acquiring knowledge regarding the cultural aspects of the foreign nation whose language they are currently engaged in studying. Said questionnaire comprises inquiries designed to ascertain students' drive to delve into the culture of a different language, their proficiency in socio-cultural matters, and their overall cultural awareness. The questionnaire consists of ten questions. (Appendix 1)

The study examined the participants based on five primary criteria:

- Comprehension of cultural diversity;

- Vocabulary proficiency of the students;

- Ability to comprehend information and express thoughts freely;

- Enhancement of students' engagement in the lesson;

The level of vocabulary was measured by exercises and quizzes during the lesson.

Results and discussion

Following the initial survey responses, it was observed that the motivation levels of students in both groups stood at 50 percent prior to the experimental activities. Despite possessing a strong vocabulary, students expressed difficulties in applying it in spoken language. Additionally, some students exhibited a lack of awareness regarding socio-cultural competence. Subsequently, upon obtaining these findings, the students commenced an experimental lesson.

Figure 3 clearly presents the levels of students' motivation, vocabulary proficiency, knowledge of socio-cultural differences, and socio-cultural skills prior to the experimental work.

Based on the results of the survey, it was revealed that the majority of students demonstrated a complete lack of awareness regarding cultural differences and their significance in communication. This fact indicates the insufficient development of students' socio-cultural competence, despite their formal engagement in foreign language learning.

Typical responses given by students illustrate their attitudes and perception of socio-cultural issues:

- "I have never heard about the importance of non-verbal communication."

- "I have never thought about cultural differences and their significance."

- "I do not consider it important to study the cultural characteristics of another nation."

These responses confirm the existence of a serious gap in students' understanding of the role of culture in the process of communication. Thus, the obtained results emphasize the necessity of integrating socio-cultural content into foreign language teaching in order to foster students' intercultural awareness and communication skills.
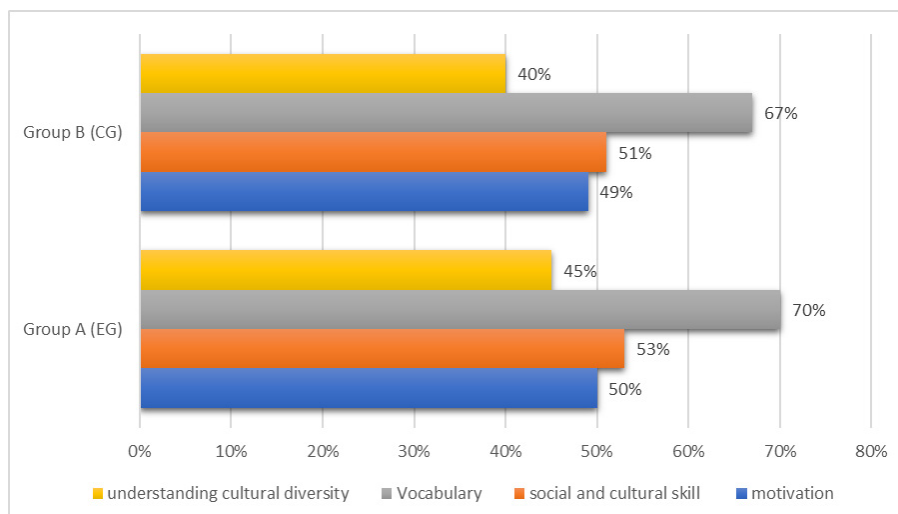
Figure 3 – Percentage of language learners' motivation and sociocultural competence before experimental work (Source: compiled by the authors)
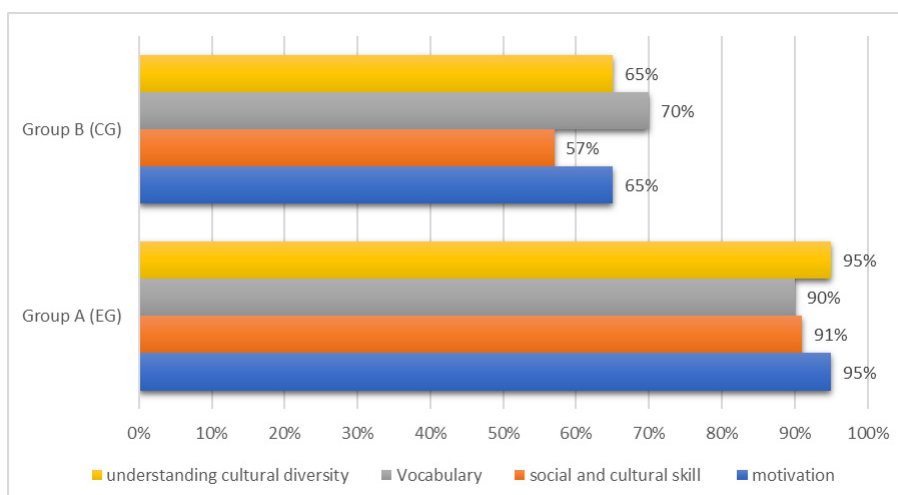
Figure 4 – The motivation and sociocultural competence of language learners' percentage following experimental intervention (Source: authors' compilation)

After the completion of the experimental work, we added five additional questions to the previous questionnaire. These questions are presented in Appendix 3. In Group A, 95% of the students showed high interest, and only 5% showed no change in interest. According to these indicators, the motivation of students in the experimental group increased by 40-45%. And according to the responses of the students of group B, we observed a 65% participation rate among students with regards to their interest in exploring the cultural aspects of the foreign language under study, since the lesson was traditionally held. We see that this experiment has increased by only 15% compared to the pre-

vious one. The rest of the students, i.e. 35%, report that they are not interested at all.

As we can see from the diagram, students' motivation increased when solving case tasks. When analyzing the work, students learn to work together and independently. As part of the foreign language learning process, students concurrently study the cultures of various countries. And they find the answer by putting themselves in a role with real-life situations or by solving a problem. Case is the most rational method because there is no definite correct answer to the situation. The thoughts of each person are heard, and a common decision is made.

By fulfilling all the conditions for the implementation of the case study method, we were able to make important observations and develop specific recommendations for the effective integration of this technology into the educational process.

Recommendation

We concluded the following on the steps students should take to study at SCC after receiving their results:

1. In order to cultivate empathy and enhance sociocultural competency among students, mere exposure to the unfamiliar aspects of English-speaking countries is deemed insufficient. It becomes imperative to furnish supplementary sociocultural directives that resonate with the individual's personal and vocational inclinations, thereby enabling them to partake in reflective assessment and discourse pertaining to global cultural occurrences.

2. The sociocultural approach to teaching a foreign language starts with understanding local cultural realities, then progresses to national realities, and culminates in acknowledging shared values. Before introducing students to the unknown world of new meanings and priorities, teachers should incorporate discussions of ordinary life circumstances relevant to the students.

3. Teachers play a crucial role in helping students choose and articulate appropriate communicative intents. To gradually remove educational constraints, students should be encouraged to practice specific linguistic events in diverse sociocultural situations before incorporating them into speech. Creating a relaxed, emotionally favourable environment in the classroom allows students to develop not just speaking skills, but also emotional cultural competence.

4. Disregarding the requirement to rely on the native language and culture of the addressees significantly reduces real communication possibilities. In post-tasks, it's important to provide incentives for students to compare sociocultural realities at the extra linguistic level, with questions like "How is this happening in your country?" incorporated throughout the lessons.

After examining the case study technique's definitions and key features, we came to the conclusion that it has several benefits. The benefit of the case study technique is complete immersion in the problem and the teacher's actions–his situational awareness and the way the discussion is structured–because it is predicated on a group examination of the issue and proposals for its resolution. Additionally, this tactic aids students in applying their academic knowledge to real-world situations. The case may include discussion questions, student assignments, instructional and instructive materials, methodological guidance for implementing the case, and the case itself.

The use of case studies with new technologies, in a game format, as a role-playing game, is currently attracting the attention of students. This is related to the fact that 98% of students now utilise the internet to read more material in order to accomplish assignments. It is crucial that exercises based on engaging pictures and test formats from the internet be used in conjunction with the case approach throughout the class.

Conclusion

In our work, we looked into how learners in higher education develop their socio cultural competency. The utilization of the case study approach to develop students' sociocultural competence when teaching a foreign language was the study's focus. Socio-cultural competency is the capacity to communicate effectively and impart knowledge of their own country and culture to others while also teaching students about the conduct and ethics of the nations that speak the language being studied.

On the one hand, case technology promotes to the implementation of educational tasks such as gaining new knowledge about foreign language culture, acquiring skills in analyzing intercultural differences, on the other hand, this technique interacts to the development of independent critical thinking, the ability to argue and convince the interlocutor, improving the skills of strategic action development and decision-making.

The case study method offers several advantages, including dynamism, teamwork, and improved motivation to learn a foreign language. Furthermore, the autonomous quest for a solution to a situational problem results in a deeper absorption of language and cultural content. The undeniable benefit of using cases in intercultural communication classes is that it allows you to include students with varying language levels in the work, promotes collective creative thinking, and motivates students to deeply penetrate the linguistic, cultural, and mental characteristics of the country where the language is being studied.

Appendix 1

1. Case study "Cultural Traditions". Role play game.

Assignment: Students are encouraged to research and discuss the historical, religious, customary practices, and festivals of a specific nation. The teacher tells and shows to the students a story, students should formulate it with their own thoughts in the cultural and social situation of another country. And we also have to do it in a dialogue format and play a role.

2. Case study "Business Etiquette". Game with cards.

Assignment: Students study the business label of a particular country, including rules of conduct, communications, official protocols, etc. First they should listen the cases about business etiquette prepared by teacher, then they must solve the business situation using the knowledge gained and applying it in written or oral form.

3. Case study "History of my name".

Assignment: The game "I Am" is among the easiest and most potent exercises. In this activity, every student is required to write a statement about their name along with other information about it, such as its meaning, origin, cultural significance, and whether or not they believe they resemble it in any way. This will shed light on the student's upbringing and culture.

4. Case study "Media and Society". Exercise "Find the End".

Assignment: Students analyze and discuss the role of the media in modern society, including the influence of the media on culture, opinions and stereotypes. They should investigate specific media use cases and formulate their own views on the issue. Students divided inti 4 groups. Each group should prepare real story about media and role of modern society and other groups should give their own ideas about how to continue the story.

5. Case study "Cross-Cultural Communication".

Assignment: Students are invited to study and compare the cultural characteristics of the two countries in order to develop intercultural communication skills. They should explore differences in communication, including non-verbal cues, stereotypes and cultural values, and develop strategies for successful communication with representatives of another culture.

Appendix 2

- What understanding do you have of the language's cultural aspects?
- How much do you know about manners, behaviour, and standards of conduct?
- What is your knowledge of nonverbal communication methods?
- What knowledge do you possess on the social and scientific adaptation of language?
- Are you aware of the traits of composing electronic communications in a foreign language?
- What do you comprehend about intercultural communication at a deeper level?
- How much tolerance and respect are shown for foreign dignitaries?
- How could someone adapt to other conditions and cultures?
- Are you interested in learning the cultures of other nations by the traditional method?
- What types of lessons do you like?

Appendix 3

- What understanding do you have of the language's cultural aspects?
- How much do you know about manners, behaviour, and standards of conduct?
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- Are you aware of the traits of composing electronic communications in a foreign language?
- What do you comprehend about intercultural communication at a deeper level?
- How much tolerance and respect are shown for foreign dignitaries?
- How could someone adapt to other conditions and cultures?
- Are you interested in learning the cultures of other nations by the traditional method?
- What types of lessons do you like?
- How do you evaluate your cultural understanding following classes?
- Which approach gave you greater motivation to develop your sociocultural competence?
- The following statement "I am studying a foreign language culture in order to .
- How much have you learnt about the cultural aspects of the language?
- What knowledge is important for the social and scientific adaptation of language?

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