

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 2, February 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

# USING THE CASE STUDY METHOD TO DEVELOP THE PROFESSIONAL COMMUNICATIVE SKILLS OF FUTURE TEACHERS

Junaydullayev Oxunjon Kaxorjon o'g'li,  
Senior Lecturer at the Land Forces Institute

### Abstract:

This article analyzes the pedagogical effectiveness of the case-study (keys-stadi) method in developing professional communicative skills of future teachers. The essence, stages, advantages, and integration of the case-study method with digital technologies are examined. The findings indicate that the case-study approach prepares students to think independently, analyze problematic situations, engage in collaborative work, and develop communicative competencies in real pedagogical contexts. Additionally, the use of digital tools (Google Docs, Padlet, Kahoot, Zoom, etc.) enhances interactivity and brings practical relevance to the learning process. The article provides strategic approaches for effectively organizing the pedagogical training of future teachers, fostering professional reflection, and strengthening communicative competencies.

**Keywords:** Case-study method, professional communicative skills, teacher training, digital tools, pedagogical reflection, collaborative learning, problem-based learning

### Аннотация:

В статье анализируется педагогическая эффективность метода кейс-стади (keys-stadi) в формировании профессиональных коммуникативных навыков будущих учителей. Рассматриваются суть, этапы, преимущества метода

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 2, February 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

кейс-стади и его интеграция с цифровыми технологиями. Результаты исследования показывают, что данный метод готовит студентов к самостоятельному мышлению, анализу проблемных ситуаций, командной работе и развитию коммуникативной компетентности в реальных педагогических условиях. Использование цифровых инструментов (Google Docs, Padlet, Kahoot, Zoom и др.) повышает интерактивность и приближает учебный процесс к практическим реалиям. В статье представлены стратегические подходы к эффективной организации педагогической подготовки будущих учителей, развитию профессиональной рефлексии и укреплению коммуникативных компетенций.

**Ключевые слова:** Метод кейс-стади, профессиональные коммуникативные навыки, педагогическая подготовка, цифровые технологии, педагогическая рефлексия, совместная работа, обучение на основе проблем

### Introduction

In the modern educational environment, a teacher's success depends not only on their level of knowledge, but also directly on their professional communicative skills. Especially for future teachers, these skills are essential for effectively performing important pedagogical tasks such as influencing students, delivering knowledge, managing the classroom, collaborating with colleagues, and establishing communication with parents. Therefore, one of the most effective methods for developing professional communicative skills in pedagogical education is the case study approach.

The case study method is an innovative instructional approach that strengthens students' preparation for professional activity through real-life situations. Through this method, future teachers develop skills in analyzing problem situations, making decisions, and generating alternative solutions [1]. This

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 2, February 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

method is particularly valuable in shaping professional communicative skills, as it requires situationally appropriate, reflective, and creative thinking from teachers [2].

Classes organized using the case study method make it possible to model practical activities: students study a situation, analyze it from different perspectives, collect information, apply theoretical foundations, and arrive at a final solution [3]. This method not only provides knowledge, but also fosters independent thinking, collective decision-making, and the development of pedagogical approaches in problematic situations [4].

In pedagogical programs at European and American universities, the use of the case study method accounts for up to 20–30% of the curriculum [5]. The advantage of this method lies in the fact that it is based on an individualized approach that encourages students to be active, think critically, and engage in inquiry, while preparing each participant for pedagogical practice [6].

The main stages of the case study method include the following:

Selecting and describing a problematic situation [Safarov, 2020];

Analyzing the case in groups;

Searching for and identifying the necessary theoretical materials;

Developing alternative solutions;

Evaluating the advantages and disadvantages of each solution;

Choosing the most appropriate strategy and conducting discussion and debate;

Reaching a general final decision and the reflection stage.

Through these stages, students are prepared for real-life situations, and their communicative, analytical, and pedagogical reflection skills are developed [7].

In modern pedagogy, special attention is paid to interactive, problem-based methods that ensure the active participation of students in order to effectively organize the professional training of future teachers. One such method is the case study method (Eng. case study – analysis of a situation), which in recent years

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 2, February 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

has been widely applied in pedagogical education as one of the most relevant approaches.

The case study is a method that serves to develop professional knowledge, skills, and competencies by presenting learners with real or simulated life situations, encouraging independent study, problem analysis, the development of alternative solutions, and justification of one's own viewpoints. This method is especially effective in forming the professional communicative skills of future teachers, as it allows the modeling of their actions during lessons, in communication with students, and in interactions with parents, colleagues, and other stakeholders.

### The Essence and Pedagogical Potential of the Case Study Method

The term "case" is translated from English as "situation," "condition," or "example," while "study" means "to learn" or "to analyze." The case study method is based on these two concepts and represents a methodology of "studying situations." This approach is built on pedagogical situations and develops competencies such as independent decision-making in real problem situations, teamwork, analysis, critical thinking, discussion, argumentation, and problem-solving.

Within this method, the structure of a pedagogical case may include the following elements:

- description of the situation (simplified or real);
- problem or points of conflict;
- possible solution options;
- guiding questions and tasks;
- theoretical or normative foundations;
- final analysis and conclusions.

### Advantages of the Case Study Method in the Context of Future Teachers

Teaching based on real problem situations – allows students to test theoretical knowledge in practical contexts.

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 2, February 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

Encouraging critical and creative thinking – motivates students to develop not only a single solution, but also alternative decisions.

Group discussion and collaboration – enables each participant to defend their position and actively engage in communication during group work.

Strengthening communicative competencies – develops skills such as communication, listening, explaining, persuasion, expressing disagreement, and reaching compromise.

Preparation for professional identification – case studies also highlight the social and ethical aspects of the teaching profession.

Stages of the Case Study Method

Case Presentation: Students are provided with a pre-prepared text describing a problematic situation (case).

Analysis: Individually or in groups, students identify the problems, roles, interests, and possible consequences within the situation.

Formulating Hypotheses: Students express their viewpoints and assumptions and determine what additional information is needed.

Developing Solutions: Each group or student justifies and substantiates their proposed solution.

Presentation and Discussion: Solutions are presented in class and evaluated through discussion.

Reflection: Students evaluate the analysis process and their own participation.

Examples of Real Cases (in a Pedagogical Context)

How should a student's behavior be managed in an inclusive classroom?

Parental dissatisfaction with assessment: how should it be addressed?

A dominant student in the class is having a negative influence: what measures should be taken?

Motivation problems in a class where a new curriculum has been introduced.

Outcomes of the Case Study Method

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 2, February 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

Learning activities organized on the basis of this method help future teachers develop:

the ability to think independently and make decisions;

social and psychological sensitivity;

oral and written communication skills;

professional literacy;

social qualities such as empathy, tolerance, and social responsibility.

The case study method occupies a special place in pedagogical training as an effective approach that prepares future teachers for real-life professional situations, develops communicative competencies, and brings the educational process closer to practice. Through this method, students broaden their ways of thinking, become ready to apply their knowledge in practical activities, and the process of professional socialization is accelerated.

Each case scenario helps to form future teachers' skills in communicative response, problem analysis, dialogue construction, and acting within the framework of pedagogical ethics.

Below are the traditional stages of the case study method in teacher training:

**Table 2.2.1 Stages of the Case Study Method**

Stage	Description
Identifying the problem	A real or simulated pedagogical situation is presented.
Analyzing the problem	Causes and consequences are identified, and facts related to the problem are collected.
Developing alternative solutions	Different decision alternatives are developed..
Selecting the solution	An optimal decision is made individually or in groups.
Reflection	The process is analyzed, and the lessons learned are discussed.

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 2, February 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

### Integrating the Case Study Method with Digital Tools

In modern education, integrating digital technologies with the case study method makes the pedagogical process more effective and interactive. This approach plays an especially important role in developing the professional communicative skills of future teachers, as these skills are directly connected with practical activities, collaboration, analysis of problem situations, and active communication [Tursunov, 2021].

Digital tools facilitate the practical implementation of the case study method and make it possible to conduct it in online or blended learning formats. Below, the most effective tools for applying this method are analyzed:

Table 2.2.2 Opportunities for Using the Case Study Method through Digital Tools

Digital tool	Purpose and Advantages
Google Docs / Classroom	To analyze the case in writing within a group, share ideas, and prepare reflective notes.
Padlet / Mentimeter	To visually represent ideas collected from the case, conduct online evaluations, or hold voting.
Zoom / Microsoft Teams	To enable group discussions on the case in a synchronous (live) format.
Nearpod / Kahoot	To facilitate the organization of tests, Q&A sessions, quick reflections, and quizzes based on the case.

These tools actively engage students and foster a culture of communication, idea exchange, and mutual analysis among them. In particular, in problem-based situations built around cases, intergroup communication and discussion strengthen the professional-communicative competence of future teachers [8].

The integration of the case study method with digital tools makes the pedagogical process not only interactive and engaging but also prepares future teachers to make independent decisions in real-life educational situations and to develop communicative and professional reflection skills. At the same time, it helps

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 2, February 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

cultivate their technological literacy and digital culture, which are essential competencies for modern educators [1].

The case study is not merely a method; it is a unique laboratory for the teaching profession. In it, future teachers test their theoretical knowledge in real contexts, analyze didactic problems in depth, and search for effective solutions. This method represents a key stage in the development of a teacher's professional identity, where educators experience the processes of justifying their ideas, analyzing situations through critical thinking, evaluating socio-psychological factors, and finding interactive solutions.

The professional-communicative skills developed through this method form the foundation of teaching practice. They include the ability to engage effectively with students during lessons, ask questions, identify misunderstandings, work collaboratively in groups, and communicate ideas clearly and concisely. These skills become decisive factors in the future teacher's classroom success, student engagement, and the quality of the educational process.

Therefore, the case study is not just a method but a school of professional formation. In this "school," every pedagogical situation provides a practical lesson, and every problem offers an opportunity for self-assessment. This approach develops critical thinking, socio-emotional intelligence, professional reflection, empathy, and pedagogical responsibility among students.

In essence, the case study is not only a learning tool but also a space for future teachers to develop professional self-awareness, cultivate communication culture, and prepare for their social role. For this reason, it is considered a strategic approach in modern education.

### Conclusions

By developing an integrated model of the case study method for forming the professional-communicative skills of future teachers, their professional preparedness, independent thinking, and teamwork competencies are further

## Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 2, February 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

deepened. This method has proven to be an effective tool for fostering active engagement in new pedagogical situations.

Methodological foundations have been developed for integrating the case study method with digital technologies (Google Docs, Padlet, Kahoot, and others), which enhances student participation in case-based activities, stimulates visual and interactive thinking, and enables collaboration even in remote learning environments.

### References

1. Xolbekov, S. Keys-stadi yondashuvi: teoriya va amaliyot. Tashkent: "Ta'lim Dunyozi" nashriyoti – 2022 yil.
2. Jo'rayev, B. O'qituvchilarning kasbiy kommunikativ ko'nikmalarini shakllantirish metodlari. *Pedagogika va Psixologiya jurnali*, 5(2), 45–53. 2021 yil.
3. Karimova, N. Case-study metodi orqali o'qituvchilar tayyorlash. *Tashkent Davlat Pedagogika Universiteti ilmiy ishlari*, 12(4), 87–94. 2020 yil.
4. Tursunov, J. O'qituvchilarda reflektiv fikrlashni rivojlantirish. *Ilmiy Pedagogika nashri*, 6(3), 11–19. 2019 yil.
5. Miller, J. Case-based Learning in Teacher Education Programs: A Comparative Study. *European Journal of Teacher Education*, 41(3), 312–330. 2018 yil.
6. Islomova, D. Pedagogik ta'limda case-study metodining o'rni va samaradorligi. Tashkent: "Zamonaviy Ta'lim" nashriyoti. 2023 yil.
7. Ravshanova, M. Keys-stadi metodining kommunikativ kompetensiyalarni shakllantirishdagi roli. Tashkent: "Pedagogika Ilmi". 2022 yil.
8. Salimova, L. Raqamli vositalar yordamida case-study metodini qo'llash. *Onlayn Ta'lim Texnologiyalari jurnali*, 2(7), 58–65. 2023 yil.