

The Author’s Interactive Methods for the Military Lawyers: “Digital Case Study” Video Lessons, “Digital Storytelling and Startup Lessons”, “The New Creative Matrix Workshop” and Procedural Lessons With “Legal Discussions”

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The following research work focuses on the Author’s Innovative methods for the military lawyers “Digital Case Study” Video Lessons, “Digital Storytelling and Startup Lesson”, “The New Creative Matrix Workshop” and procedural lessons with legal discussion and a new concept in the teaching English “Legal Discussion” as process of developing oral speech competence of English for the military lawyers. It is aimed to analyze the existing obstacles and barriers, which are preventing the learners from foreign oral communication, and to find the appropriate solutions of these problems. There has been an attempt to create more suitable teaching strategies for the higher military educational institutions. We propose renewed and a complex set of teaching strategies involving special interactive activities and using innovative technologies in EFL classes.

Keywords: “digital case study” video lessons, “digital storytelling and startup lesson”, “the new creative matrix workshop”, procedural lessons, new concept, teaching English, “legal discussion”, the pluses of digital methods, reflection for deep learning, technology integration, Start-up lesson, new aspect- watching and analyzing, oral speech, higher military educational institutions, cadets, speech situations, interaction patterns, interactive teaching strategies

INTRODUCTION

We organized different surveys using questionnaires and open discussions with the cadets; provided research analyses, author’s digital case studies, and observations with foreign language teachers to investigate the problems in this area and held experiment lessons, out-of-class training considering the learners’ needs, their preferences in organizing the unfamiliar tasks, their weak-points and other crucial features described below in this article. The results and conclusions are presented at the end of the work. The research considers the author’s methods and means of developing oral speech competence in teaching English to military lawyers and taking into account the advantages and disadvantages of these tools equally, thus, trying to determine the most effective and suitable ones among them. It considers some specific interaction patterns, communicative activities, and other educational methods and tools as significant components of successful teaching both in academic and psychological aspects. Our book “Interactive English for Military Lawyers by Murakayeva Sh.” and the author’s methods “Digital case-study” and “Start-up lesson”: English language training for cadets in higher military educational institutions prepared

for the doctoral degree in pedagogy on the topic of theory and methodology of education and upbringing. Proposals and methodological recommendations on the practical application of the improvement of the interactive information-methodological support of the development of oral speech competence and on the progress of the skills of acquiring the English language. The proposed methodological system was introduced into the Higher Military Educational Institutions as a result of methodological developments, the “Digital Case” and “Startup Lesson” serve as a scientific and methodological resources. Digital case studies based on digital storytelling can be defined as the process by which cadets share their professional cases and experiences with others. A newer form of storytelling, our Digital Case study, is emerging with the advent of affordable media techniques, hardware and software, including but not limited to digital cameras, digital voice recorders, iMovie, Microsoft Photos, Final Cut Express, and WeVideo. These new technologies allow cadets to share their professional experiences online on YouTube, Video, C.D.s, podcasts, and other electronic distribution systems. Instead of ordinary reading- you will listen and watch professional cases accurately. Digital Storytelling was first used in 1990 by Ken Burns in his documentary epic film Civil War Ken Burns Digital Storytelling (American Civil War 1861-1865). It was Digital storytelling, not Digital Professional Case Study as we have.

FIGURE 1
EPISODE OF AN AMERICAN CIVIL WAR



Source: Dan Nance. Request date: 21.02.2023. [www.https://fineartamerica.com/featured/a-savage-encounter-dan-nance.html?product=canvas-print](https://fineartamerica.com/featured/a-savage-encounter-dan-nance.html?product=canvas-print)

FIGURE 2
DIGITAL STORYTELLING



The first hyper-lesson with digital narration was conducted by a teacher on the history of the American Civil War (Pic.1) . It was first used in the educational process at Harvard Law School in 1870, but the introduction of this method at Harvard Business School began in 1920. The first collections of cases were

published in 1925 in the Harvard University Business Reports magazine. Currently, two classical case study schools coexist - Harvard (American) and Manchester (European). State University of New York: Clyde Freeman Harried successfully used the case study in a classroom for teaching the natural sciences. In 1994, the National Center for the Case Study for different sciences was established in the United States to promote case studies reforming science teaching. In education, the term "case" got at the beginning of the 20th century. In 1910: the dean of the Harvard Business School (USA), Christopher Columbus Langdell (we are not talking about seafarer/voyager), advised teachers to introduce into the educational process, in addition to traditional classes - lectures and workshops - discussions with cadets. Cadets were offered a description of specific practical situations from the practice of their future activities that needed to be solved, i.e., the training was conducted according to the principle "from typical situational examples to the rules. Langdell set himself the task of organizing the academic preparation of cadets closer to the field of their future professional activity and replaced traditional lectures with a discussion of actual cases from legal practice. The professor offered cadets to prepare in advance for the lesson by examining large folders with documents. The teaching staff recognized this experience as promising, and subsequently some other teachers took advantage of it. So, what about our method: No digital case studies have ever been done before, only reading passages like situations 1, 2 and 3 in American military books like Campaign English for the military.

We have created the Digital Case Study, that is, video cases within the framework of Digital Storytelling (Pic.2). As we know, by 1915, the case study was used in the educational process in some U.S. law schools. By 1920, several of Langdell’s followers were using the case method to teach the law, medicine, and business administration. However, the case method remains to be discovered by many specialists.

It is not about just reading passages like in Campaign books: situation 1, situation 2, situation 3:

Situation 1

1. *A small group of individuals is following your patrol*
2. *The platoon receives sniper fire from a second-story window. No one is hurt.*
3. *There is a car one meter ahead of you, blocking the road. You suspect an ambush.*

Instead of reading these highly professional cases, you will watch them: pictures, infographics, and photos with your voice.

**FIGURE 3
PRIORITIZED LEARNING BASED ON DIFFERENT DISCIPLINES BASED ON THE NEW
AUTHOR’S METHOD DIGITAL CASE-STUDY**

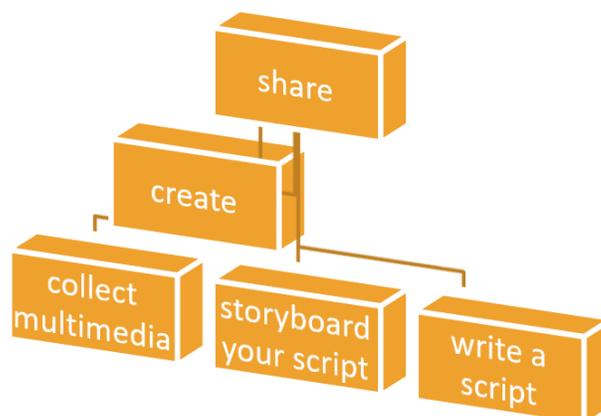
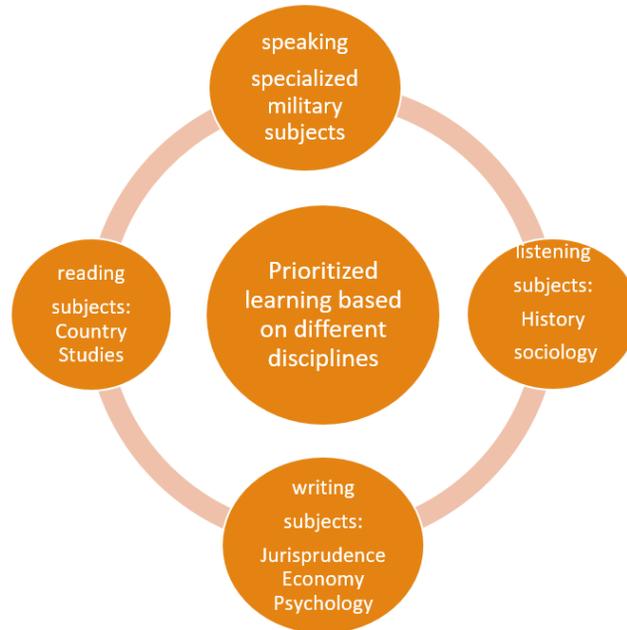


FIGURE 4
DIGITAL CASE STUDY, START-UP LESSON



As a result, we have the author's new method.

Components of the Digital Case Study

1. Script
2. Storyboard
3. Multimedia set
4. Screen design
5. Digital case solutions
6. A specific subtopic for oral speech
7. Audio and video materials

Purpose of the Digital Case Study

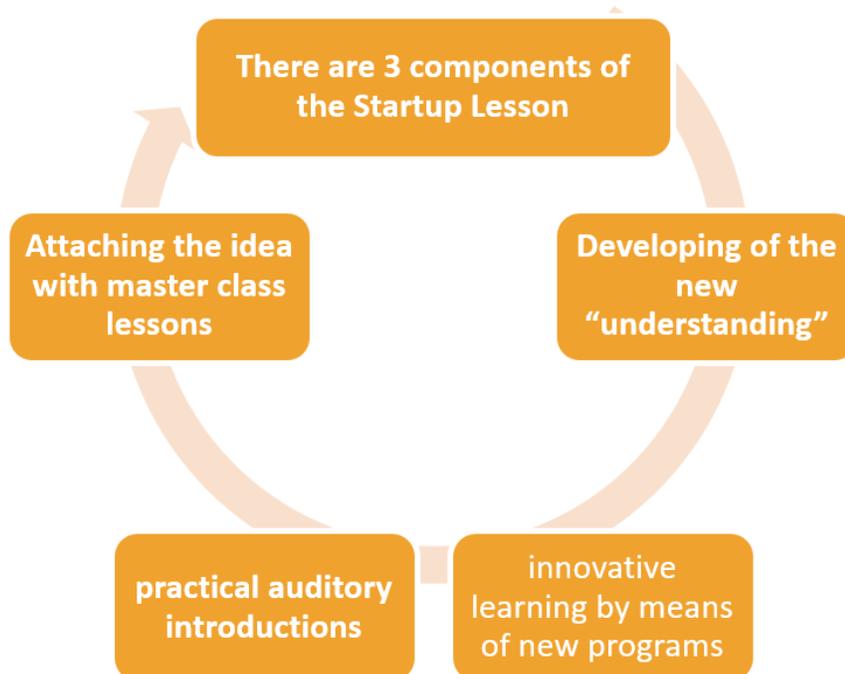
1. Skills and abilities to use the acquired knowledge to implement oral speech
2. Skillful professional speech as the solution to cases

Interactive information-methodical support for the development of oral speech competence of cadets in English classes and extracurricular activities is provided by the author's methods of "Digital case-study" and "Start-up lesson (or realizing a project work in a team in additional lessons)" and Based on Sh. Kh. Murakayeva's interactive English manual, information, and communication technologies were used to improve methodological support. This is a new standard for presenting information on the Internet, with the obligatory use of modern visual tools: infographics, photos, and videos.

A unique point of view has developed based on the empirical analysis of various scientists: for example, M.Kh. Gulyamova declared that: "The rational system of science comes from the clarity of the uniqueness of judgments" - in the words of Ushinsky. The opinions of all scientists are relatively competent, there are sources, a considerable amount of water, and consumption that does not cover each other, and it is like a warehouse where everything is in chaos, where the owner himself cannot find raw materials, according to the analysis of M.Kh. Gulyamova Competence-based approach we can notice how diverse learning is with a competency-based system, and this approach itself is divided into several more sub-approaches:

horizontal, vertical, system-teaching, through language skills, through process teaching, complex teaching, content, interdisciplinary, episodic, partial, analytical, quasi (pseudo) teaching coexist and work effectively in learning and the difference between them is in the priority distribution or the sequence of four and each of them is represented in the aspect priority scheme. Everything is obvious and straightforward.

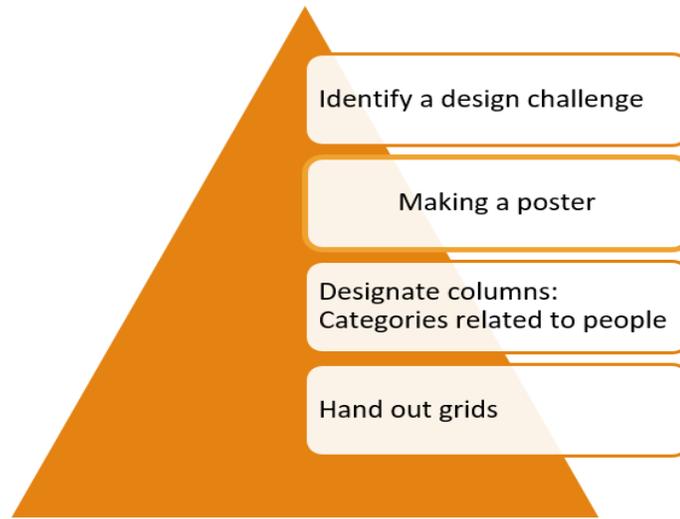
FIGURE 5
LANGUAGE TRAINING OF MILITARY HIGHER EDUCATION INSTITUTIONS



The New Creative Matrix is a grid where each cell represents the intersection of two disparate categories. It's a way to structure brainstorming to generate a bulk of ideas, stimulate cross-pollination, find new solutions where topics intersect, and break away from conventional thinking. Plus, the new component: digitalization of ideas in the form of presenting information using programs

1. Identify a design challenge in need of fresh ideas.
2. Make a poster showing a large grid (max. 5 x 5 cells).
3. Designate columns: Categories related to people.
4. Designate rows: Categories for enabling solutions.
5. Form teams. Hand out grids. Introduce the topic.
6. Give each participant a pen and a sticky notepad.
7. Ask them to ideate at the intersections of the grid.
8. Instruct them to write one idea per sticky note.
9. Start the clock. Limit the time to 15-20 minutes
10. The new component: digitalization of ideas in the form of presenting information using programs

FIGURE 6
COMPONENTS OF THE NEW CREATIVE MATRIX TEACHING METHOD



By Sh. Kh. Murakayeva

FIGURE 7
HORIZONTAL EDUCATION OF COMPETENCE-BASED LEARNING



Source: Gulyamova Mavlyuda Hamitovna “Integrative approach to the development of communicative competence of students in teaching English”., 2019 Tashkent

FIGURE 8
VERTICAL INTEGRATION OF COMPETENCE-BASED LEARNING



FIGURE 9
SYSTEMIC-INTEGRATION COMPETENCY TRAINING

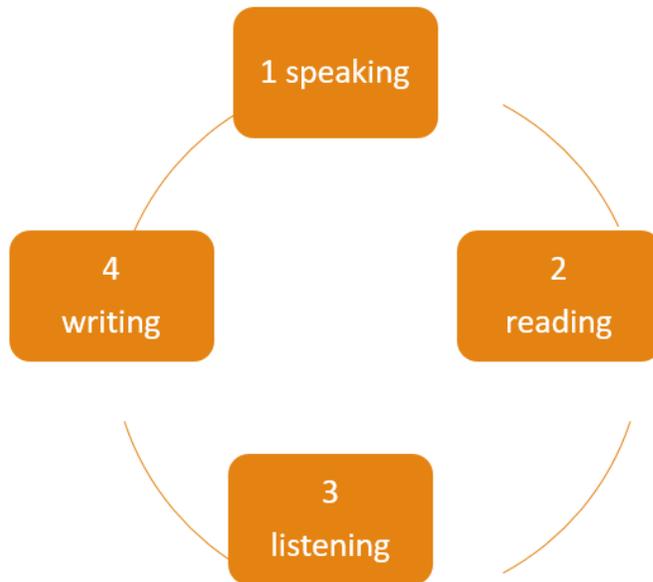
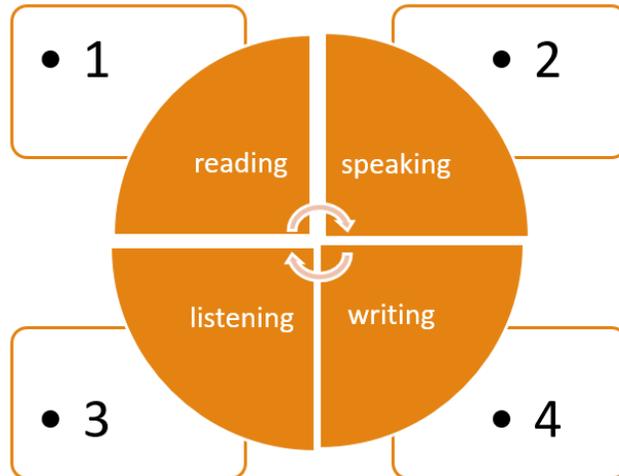
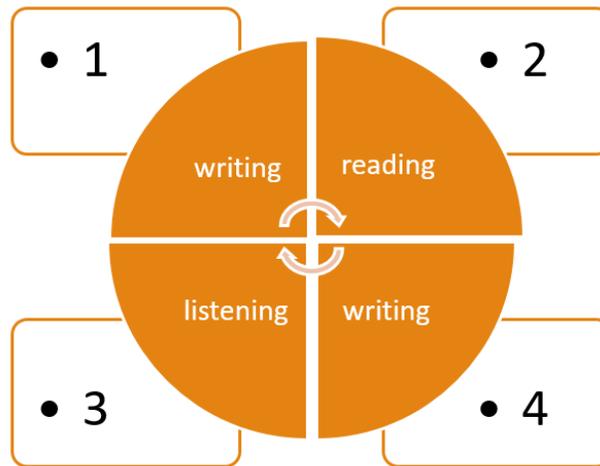


FIGURE 10
THROUGH LANGUAGE SKILLS

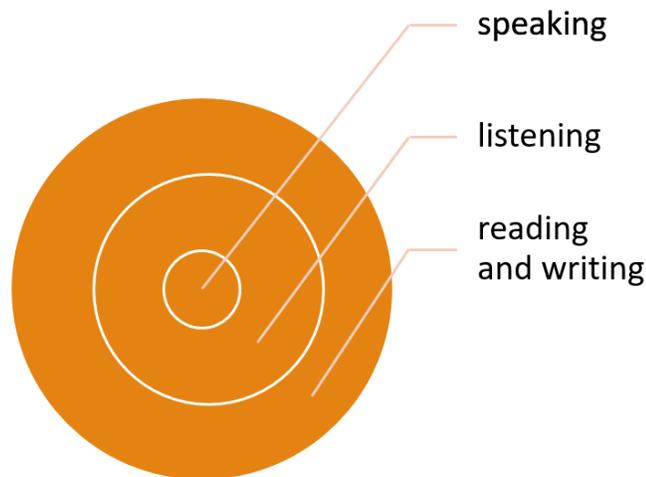


**FIGURE 11
CONTENT LEARNING**



Process-integrated learning is associated in a priority way with speaking, that is, with an oral speech in the first place: All aspects and, therefore, tasks come from and are based on speaking since even cognitive perception requires an internal foreign monologue, and monologues and dialogues, in turn, are related to speech activity.

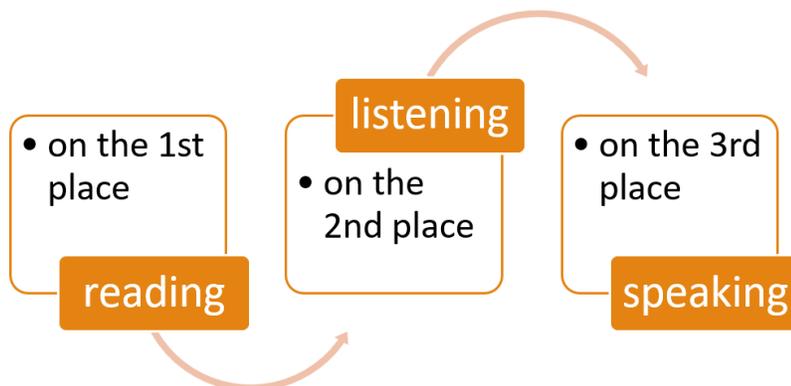
**FIGURE 12
PROCESS-INTEGRATED LEARNING**



Throughout the history of science, the theory and practice of developing oral speech competence and speech competence have been studied by such scientists: Teachers of Uzbekistan M. Gulyamova, B. Samatova, A. Rakhmonov, J. Abduganieva, B. Muradkosimova, Sh. Akbarova, L. Shosaidova Locke, I. Gebart, M. Pestalozzi, K. Ushinsky, specialists in didactics A. Danilov, V. Maksimova, I. Zverev and, importantly, psychologists paid particular attention to the development of oral speech such as N. Talizina, Yu. Samarina, G. Vergels, and specialists in teaching methods G. Pristupova, M. Lvov, G. Goretsky. Based on oral speech competence and a speech approach to studying foreign languages in the Republic of Uzbekistan, the leading scientific methodologists D. Sokolova, N. Sattorova, J. Yalolov, I. Kazakbaeva, D.

Olimova, M. Beryadeva, D. Kurbanbaev, G. Makhkamova, H.Mamatkulov, K.Riskulova. The concepts of competence and competence first appeared in linguistics in the middle of the 20th century in 1955. N. Chomsky interprets these concepts as: “A set of activity-oriented knowledge and skills in the process of using the language,” while the competence-based approach is mentioned as a factor indicating performance in education.

FIGURE 13
QUASI-EDUCATION CONSISTS OF 3 ASPECTS



In Uzbekistan, this concept of competence-based learning began to be introduced into the education system in the 90s: J. Yalolov considered competency-based learning as learning the abilities of a particular profession, while N. Sattorov regarded competency-based learning, as well as teaching mastery in pedagogy, in the form of qualification of a future specialist. This term is also interpreted differently in different dictionaries of our Republic.

We will consider some of them: in the second volume of the explanatory dictionary of the Uzbek language, the following definition is given: “competence” (from Latin *competere*) - to be worthy of a title or profession.

- A. The scope of authority of a specific body or official, established by official public or private documents, that is, a person’s awareness of a particular area and the degree of their knowledge of the specialty of education.
- B. In the dictionary reference book of higher education, in turn: competence is applicability as a term of reference, rights, and obligations of a particular public institution;
- C. Range of issues on which a particular official acquires knowledge and experience;
- D. Competence (lat. *competence-relevance*) - is the degree of knowledge to solve problems of a certain level of complexity and issues in the specialty.

Unlike the term “qualification”, that is, in addition to including pure professional knowledge and abilities that characterize qualifications, it also has such qualities as “initiative,” “cooperation,” and “ability” to work in a group, that is, the presence of a communicative and proper oral speech competence is by no means excluded. Still, it is put one of the first - super priorities. Learning, evaluative learning, logical thinking, and the ability to choose and use information are the main components of competency-based learning. According to the definitions given in the words “competence.” Different points of view and the relations expressed in them are reflected in the table below:

TABLE 1
DEFINITIONS AND DIFFERENCES BETWEEN INTERPRETATIONS OF “COMPETENCE”
IN THE WORKS OF DIFFERENT SCIENTISTS

№	Researchers	Definitions of researchers
1.	M.Gulyamova	Competence - the degree of compatibility of knowledge, skills, and experience of persons with a particular social or professional position with the complexity of their tasks and the operations they solve.
2.	J.Jalolov	Competence is an attempt to learn a language as the ability to master it.
3.	E. Azimov	Competence is a combination of skills and abilities formed in the process of learning one of the disciplines
4.	G. Asilova	Competence is a set of personally acquired qualities, knowledge, and skills in the activity process in a particular area.
5.	K. Riskulova	Competence is the rapid design of solutions in the course of incoming tasks and the acquired creativity in solving problems.

The problem of the development of oral speech of pupils at the senior stage of public educational school is becoming increasingly important since the address, as the purpose of learning, acts as a means of communication. Today, a modern school aims to form a multicultural personality of pupils, which implies that they acquire a certain amount of knowledge about a foreign language, the formation of the ability to understand and communicate freely in it. As noted by O. A. Biryukova and D. V. Semenova, “the formation of the ability to produce one’s oral speech in monologue and dialogical forms in modern methodological science is postulated as the main goal of teaching a foreign language and is expressed through the concept of foreign language communicative competence, which, as is known, has a rather complex multicomponent structure.” Oral speech as a productive process requires a lot of time and effort from the student since it also requires the inclusion of language, address, and communicative competencies. As a communicative activity, it should be an integral part of every lesson. “The main purpose of teaching a foreign language to pupils is the possession of basic speech structures that correspond to the threshold level of proficiency based on the All-European Scale of Language Competence. Teaching speaking is based on themes that meet pupils’ real needs and interests at the senior stage of public educational school.”

S. B. Suvorova offers her classification of interactive teaching methods based on communicative functions. In this classification, all methods are divided into three groups: 1) discussion (dialogue, group discussion, analysis and analysis of life situations); 2) gaming (didactic games, business games, roleplaying games, organizational and activity methods); 3) psychological group of interactive methods (sensitive and communicative training, empathy)

Our author’s modern requirements:

1. Tightening of quality control of teaching, accompanied not only by fines, but by measures to encourage proactive teachers;
2. Creation of permanent scientific seminars on the basis of educational units. For example, the active participation of the author of this article in the work of a scientific seminar on the rapid development of speaking, that is, oral speech competence in a foreign language, held at the Department of Foreign Languages every semester, leaves him in no doubt that such a practice of scientific and methodological meetings significantly contributes to improving the quality of teaching speaking, that is, oral speech competence in department;
3. Providing of scientific seminars as opportunity for colleagues to exchange experiences and learn something new for themselves. Considering the benefits of such events, I would like to make a suggestion about holding them more often, for example, 3-6 times a semester. Outside of seminars, colleagues simply do not have time because of the burden on the exchange of experience and their own methodological research;

4. We recommend a speaking club and a textbook adapted to interactive methods that are easily assimilated in a non-linguistic environment and focused on the practical side of Professional speech.
5. Popularization of university teacher training programs and motivation to participate in them. Undoubtedly, such programs require additional funding, but even in conditions of budget austerity, they are justified as investments for the future of the university;
6. Establishing close relationships of language departments with departments of other specialties whose students study a foreign language. In universities, as in companies, it is necessary to develop corporate culture not only locally, in individual departments, but also at the inter-faculty and inter-departmental levels. This will not only unite the team, but also achieve good results in the form of high-quality teaching by teachers and obtaining excellent knowledge by the audience;
7. Introduction of a competitive component in the management of the educational unit: all teachers should be aware of the professional achievements of their colleagues; the best teachers in the half-year or in the academic year should be awarded, and their experience should be transferred to colleagues.¹

CONCLUSION

So, we conclude that the interactive lesson is an impromptu training session with an unconventional structure.

It is easy to see that the category of interactive lessons included some types of classes that in previous classifications appeared as auxiliary, extracurricular and extracurricular forms of organizing educational work, and their names give some idea of the goals, objectives and methods of conducting such classes. It should be concluded that the cadets in interactive lessons are diligent and assiduous.

They don't have to get bored. And finally, the marks the cadets receive for their studies are much higher than those they receive in traditional classes.

Interactive teaching methods are a unique form of organizing cognitive and communicative activities in which cadets find themselves involved in the mental process and can understand and reflect on what they know and think.

A teacher's place in interactive lessons often involves directing cadets to achieve lesson goals. He develops a lesson plan (as a rule, this is a set of interactive exercises and assignments during which the student learns the material).

Thus, the main components of interactive lessons are interactive exercises and tasks performed by cadets.

The fundamental difference between interactive exercises and tasks from ordinary ones is that in the course of their implementation, not only material already learned is fixed, but also new material is studied. Interactive exercises and assignments are designed for so-called interactive approaches.

ENDNOTE

- ¹. Murakayeva Shakhnoza Khayrullayevna Problems of Development of Speech Competence in Teaching English to Military Audiences IJORCES International Journal of Conference Series on Education and Social Sciences. (Online), ISSN 2717-7076 Vol.2, June 2022

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