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КЕЙС-СТАДИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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Аннотация

В статье рассматривается современный интерактивный метод обучения английскому языку – кейс-стади. Данный метод обучения на основе реальных или выдуманных ситуаций имеет огромные перспективы в профессиональной подготовке будущих специалистов. В обучении английскому языку в ВУЗе кейс-стади служит для создания языковой среды и условий формирования потребности в использовании иностранного языка как средства межкультурного взаимодействия, интеграции знаний учащихся из разных областей вокруг решения одной общей проблемы, а также развития иноязычной коммуникативной компетенции в рамках активной совместной исследовательской и творческой деятельности.

Ключевые слова: кейс, кейс-стади, проблемное обучение, ситуация, английский язык, иностранный язык, технология, методика, коммуникация.

CASE STUDY IN TEACHING ENGLISH

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ABSTRACT

The article discusses a modern interactive method of teaching English – case study. This method of teaching based on real or fictitious situations has great prospects in the professional training of future specialists. In teaching English at a university, a case study serves to create a language environment and conditions for the formation of the need for the use of a foreign language as a means of intercultural interaction, the integration of students' knowledge from different areas around the solution of one common problem, as well as the development of foreign language communicative competence within the framework of active joint research and creative activity.

Keywords: case, case study, problem-based learning, situation, English language, foreign language, technology, methodology, communication.

In the modern world, life places increasingly high demands on practical knowledge of a foreign language in everyday communication and the professional sphere.

Educational technologies used in the study of foreign languages are different at each level of education. One of the types of educational technologies in the system of higher professional education are problem-based learning technologies, which contribute to the development of the student's intellect and his emotional sphere, as it involves not only the assimilation of the results of scientific knowledge, but also the path of knowledge itself.

Problem-based learning is a developmental type of learning, which is characterized by the continuous search activity of students and their assimilation of existing knowledge of science. In this case, the interaction between students and teachers is based on the development of students' cognitive activity, their mental and thinking abilities through the study of various disciplines in the context of posing problematic tasks [1].

Case study is an innovative way of organizing problem-based learning. It is an effective method of consolidating professionally oriented lexical and grammatical material using case technology.

This interactive teaching method is used to solve educational problems, and is used by students to comprehend real situations of professional activity and update a certain set of knowledge that needs to be learned.

Case study is an active learning technique that involves the use of specific educational situations in organizing the learning process, aimed at formulating a problem and finding options for solving it, followed by analysis during training sessions. It is generally accepted that the case method was first used at Harvard Business School in 1924. Harvard Business School faculty quickly realized that there were no textbooks suitable for a graduate business program. When applying the case method, students were given descriptions of a certain situation that a real organization encountered in its activities in order to become familiar with the problem and find its solution during a collective discussion.

Case studies are very popular in the West, but for Russian universities this technology is quite new. A case is an event that occurred in a particular field of activity and is described by the author in order to facilitate discussion, analysis of the situation and decision-making. The case should include a specific situation (case, problem, story from real life), the context of the situation (chronological, historical, context of place), a commentary on the situation presented by the author, questions or tasks for working with the case. The case may also be accompanied by applications. Researchers identify several types of cases.

1. Practical cases, which are real life situations, reflected in detail in the educational process. Their educational purpose comes down to consolidating the knowledge, skills and behavior (decision making) of students in a given situation.

2. Training cases reflecting typical situations that are most common in life. The situation in this type of case is not real, I am what it could be in life.

3. Research cases that serve as models for obtaining new knowledge about the situation and behavior in it. In this type of case, the teaching function is reduced to research procedures.

Case studies can be successfully used in foreign language classes, since this method contains all types of speech activities: reading, speaking, writing and listening. Students have a real opportunity to communicate in a foreign language in the process of interaction with other group members and the teacher. At the same time, the success of the case method depends on three main components: the quality of the case, which should be as clear and detailed as possible, the

preparedness of the students and the readiness of the teacher himself to organize work with the case and conduct a discussion [2].

The essence of case study is the independent foreign language activity of students in an artificially simulated professional environment. Students are asked to comprehend professional situations that involve the need to solve the proposed problem. The significance of using this method lies in the fact that future professionals at the stage of mastering practical skills and abilities, in addition to the specific topic of the practical lesson, are asked to comprehend a real life situation/case from the life of practical application. In essence, cases are integrated complex situational tasks. Examples of situations are usually prepared in written form as a reflection of current problems in the activity, studied by students, then discussed by them independently, which provides the basis for joint discussions and discussions in the classroom under the guidance of a teacher. That is, the method consists of understanding, critically analyzing and solving specific profile-oriented problems (cases) in order to develop professional foreign language competence in students.

In classes using case technology, the role of the teacher is to guide the discussion or conversation using problematic questions, to motivate students to avoid superficial thinking, and to include all students in the group in the process of analyzing the case.

One of the main tasks of a teacher using case study is to involve students in discussing and solving problems of a professional nature, therefore the case material should be of professional interest to students, because this encourages participation in the discussion. The closer the model is to the real situation, the more valuable the case. The case can be presented in multimedia or printed form; The inclusion of photographs, tables, and diagrams in the text makes it more visual.

The peculiarity of the work of a teacher practicing case studies includes the performance of several functions - teaching, educating, organizing and research. The teacher's activities when using the case method include two phases. The first phase is complex creative work on creating a case and questions for its analysis, the second phase includes the activity of the teacher in a class, where he makes introductory and closing remarks, organizes small groups and discussions, maintains a businesslike spirit of the discussion, and evaluates the contributions of students into the analysis of the situation [3].

When teaching English to students, there is a wide range of tasks and opportunities for case studies:

- acquiring new knowledge and developing general ideas;
- development of independent critical and strategic thinking in students, the ability to listen and consider an alternative point of view and express their point of view in a reasoned way;
- gaining skills in analyzing complex and unstructured issues;
- development of common sense, sense of responsibility for decision making and communication skills;
- gaining skills in developing actions and implementing them;
- ability to work in a team;
- ability to find the most logical solution to a given problem.

Familiarity with the case, independent search for a solution (internal monologue speech in English), the process of analyzing the situation during the class (monologue and conversational speech, prepared and spontaneous, also in English) - these are all examples of communication tasks.

Class communication related to work on a case, characterized by disputing, discussion, reasoning, description, comparison, persuasion and other speech acts, teaches the skill of developing the correct strategy of speech behavior, compliance with the norms and rules of the English language. The linguistic communication of students' opinions about the content of the case is evaluated by the teacher regarding the following skills: analytical skills, management skills,

decision-making skills, interpersonal communication skills, creativity, oral and written communication skills in English (aspect lexical-grammatical). Therefore, case study simultaneously includes a specific type of teaching material and specific methods of using it in English language teaching practice [4].

The activity of speaking a foreign language is done in the following order:

- discuss the information received in the file;
- highlight the most important information;
- exchange of opinions and drawing up a plan to work on the problem;
- work on the problem (discussion);
- create a solution to the problem;
- discussion for final decision;
- report preparation;
- brief substantiated report.

To work successfully with cases, students need a certain amount of knowledge, a relatively high general level of English proficiency and developed communication skills. In addition, as a complex and effective teaching method, case technology is not universal and is especially successfully used only in combination with other methods of teaching foreign languages, because it does not determine the required normative knowledge of the language by itself [5].

So, case technology promotes the development of skills to analyze situations, evaluate alternatives, choose the best option and draw up a plan for its implementation. If this method is used repeatedly during the school year, then students develop a stable skill in solving practical problems [6].

The case study methodology allows for the formation of both analytical and practical competencies and provides an excellent opportunity to creatively apply the studied English-language material, taking into account the professional knowledge of students. The effectiveness of modern foreign language education in the context of the introduction of new pedagogical and information and communication technologies can be significantly improved by integrating cases into the course of professionally oriented training.

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