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Muntian A.O.
Associate Professor
Dnipro National University of Rail Transport

Shpak I.V.
Associate Professor
Dnipro National University of Rail Transport

CASE METHOD: STRUCTURE AND CONTENT OF A CASE

КЕЙС-МЕТОД: СТРУКТУРА ТА ЗМІСТ КЕЙСУ

Анотація: Відповідно до вимог програми з викладання іноземних мов і Державного стандарту, практична мета викладання іноземної мови в загальноосвітній школі та вищому навчальному закладі полягає у формуванні в учнів та студентів здатності спілкуватися іноземною мовою. Тому сформована іншомовна комунікативна компетенція стає підґрунтям для реалізації мовленнєвої, соціокультурної та соціолінгвістичної компетенцій школярів та студентів українських ВИШів. Задля досягнення мети під час практичних занять з вивчення іноземної мови застосовується комунікативна методика та методи і техніки, які входять до її складу.

Ключові слова: кейс-метод, структура кейса, комунікативний підхід, комунікативна компетенція, соціо-культурна компетенція.

Abstract: According to the requirements of the Foreign Language Teaching Program and the State Standard, the practical purpose of teaching a foreign language in a comprehensive school and a higher education establishment is for students to form the ability to communicate in a foreign language. That is why the formed foreign language communicative competence becomes the basis for the realization of the linguistic, socio-cultural and sociolinguistic competences of pupils and students of Ukrainian higher education establishments. In order to achieve this goal, communicative methods and communicative techniques are used in the process of a foreign language teaching and learning.

Key words: case method, case structure, communicative approach, communicative competence, socio-cultural competence

The case method or the situational exercise method is an interactive teaching method that allows you to bring the training process closer to the actual practical work of specialists. It promotes ingenuity, ability to solve problems, develops the ability to analyze and diagnose problems, communicate in a foreign language.

Case is an event that has actually taken place in a particular field of activity and which the author described in order to provoke discussion in a foreign language

with a learning audience, to encourage students to discuss and analyze the situation, to make decisions.

The purpose of the case method is to put students in a situation where they have to make a decision. They need to identify significant and minor facts, select major issues, and develop strategies and recommendations for what to do next. Emphasis is placed on their self-directed learning through collective efforts. In this case, the role of a teacher is reduced to the observation and management of student discussion.

When we talk about the ways of organizing the work with a case, it is worth mentioning that there are many options here, so this is another opportunity for creativity of a teacher. You can demonstrate the most generalized model of a class according to which this class may be structured.

When using the case method in a foreign language teaching practice, the following principles of this method should be kept in mind:

- ✓ the case-method is intended for acquiring knowledge on disciplines, topics in which the truth is ambiguous;
- ✓ in the process of cooperation between a teacher and students, the efforts of the latter are aimed not at mastering the formed and clear knowledge, but at its formation;
- ✓ the result of such activity is not only the acquisition of knowledge, but also the formation of skills and abilities of educational work; undoubtedly, such skills and abilities will be useful in the future professional activities of students;

An important advantage of the case-method is the formation of values, life-orientations of students. [3]

Case has structural components:

- ✓ Background,
- ✓ Creative Task,
- ✓ Communicative Workshop.

The effectiveness of the teacher's implementation of the case method is related to the implementation of the number of principles:

- ✓ partnerships, collaborations with students;
- ✓ use of the latest achievements of pedagogical science and experience of colleagues;
- ✓ creativity (transformation of the case into an individually unique creative product, enhancing the role of creative improvisation in the course of training).

The student preparing to discuss the case in the audience should study the facts, draw conclusions from these facts, evaluate alternatives to the action in the situation, and decide in favor of an action plan. Moreover, he or she should be prepared to present his or her thoughts in a foreign language during the discussion in the audience, to defend his or her views and, if necessary, to reconsider the initial decision. A student should be aware that he or she can only benefit from the case if he or she is actively involved in the discussion.

Of course, the case method will not be useful if it is separated from the rest of the learning process. It should be applied along with other teaching methods.

When using the case study method, a teacher must adhere to certain rules of case preparation, take into account the peculiarities of working with the case in different age groups, adhere to the organizational rules of working on the case in the

group and, in addition, the role of the teacher should be correctly defined, because when using the case method the role of a teacher is significantly different from the traditional one.

The methodical purpose of applying the case method can be both an illustration of the theory, a purely practical situation, and a combination of both. Therefore, the content of the case should reflect the learning objectives. The case can be short or long, it can be taught specifically and in detail or summarized. It should refrain from over-saturated information and information that is not directly relevant to the topic under consideration. In general, the case should contain metered information that would allow students to quickly understand the nature of the problem and provide all the necessary data to solve it. [2]

This method is a method of collective learning, the important components of which are group work, small groups and mutual exchange of information. The case method is considered as a variant of the project technology of learning foreign languages, since the process of solving the task is carried out by students' joint activities. A teacher's activity using the case method includes the preparation stage of the case, questions on its analysis and the stage of organizational activity in the classroom. At the stage of preparation, sources of case study may be fiction and nonfiction, periodicals, sociological data, real life events and situations. The use of statistics in the case gives a sense of reality and contributes to a more serious perception of the problem. In addition, when preparing a description of a particular situation, the teacher must consider the following conditions: the situation must be in the interests of the students; the situation should be real and include the problem, "dramatism", containing both positive and negative examples. The stage of organizational activity of the teacher in the classroom includes a speech with the introductory and closing arguments, the organization of groups, encouraging discussions, assessing the contribution of students to the analysis and solving the situation.

Stages and content of work according to the case method:

1. Introduction to the case:

Listening to the teacher's opening remarks, answering questions, clarifying information seeking additional information, taking notes, etc.

2. Analysis of the situation:

Presentation by students of their own options for solving problems in groups, choosing a speaker from the group, making posters, schemes, etc.

3. Presentation:

Speech, presentation of case analysis, answers to questions, asserting one's own point of view, taking notes on the essence of each speech.

4. Discussion:

Discussion/analyzing of the speeches, identification of the best solution of the case.

5. Summarizing

Listening to the teacher's closing statement (how similar cases were solved in real life; version of the teacher's case solution) [1, p. 26]

The case study method allows you to form several competencies:

- ✓ Subject matter - by training foreign language skills in the field of professional activity;

- ✓ Sociocultural - in the course of working on the case, students acquire the skills of constructing discussion and teamwork, the organizational and leadership skills of some team members, the skills of intercultural communication in the study of national texts and articles in a foreign language.

The case study method makes it possible to make foreign language classes more real-life and practically in terms of future-orientation.

Thus, it can be argued that, unlike traditional teaching methods, case study activates the process of cognition, stimulates curiosity, develops personality and, as a result, increases the level of command of the language being learnt, promotes the increase of mobility, initiative, creativity, independence in decision-making. Successful use of this method is of great importance for the optimization of the educational process in an educational institution.

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