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Кейс-метод: вивчення англійської мови

Анотація: Вивчення англійської мови як засобу міжкультурної комунікації потребує цілеспрямованої уваги. Роль англійської мови у світі в 21 столітті значно зросла. Це пов'язано, зокрема, з тим, що англійською спілкуються приблизно 31% громадян ЄС, а для 16% англійська є рідною мовою. Сьогодні англійська стала мовою технологій, науки, культури та бізнесу. Про це свідчить той факт, що три чверті світової кореспонденції, 80% електронної пошти та Інтернет-контенту є англійською мовою. Більшість міжнародних документів, статей, літературних творів, інструкцій написані англійською мовою. Знання англійської мови розширює горизонт і дозволяє людям дізнатися більше про культуру та звичаї інших народів. Кейс-метод – це сучасна комунікативна методика, яка певною мірою полегшує вивчення іноземної мови та розкриває креативний потенціал всіх учасників навчального процесу.

Ключові слова: кейс-метод, тематичне дослідження, вивчення іноземної мови, комунікативне навчання.

Case Method: English Language Studies

Abstract: Learning English as a means of intercultural communication requires focused attention. The role of English in the world in the 21st century has increased significantly. This is due, in particular, to the fact that it is spoken by approximately 31% of EU citizens, and for 16% it is mother tongue. Today, English has become the language of technology, science, culture, and business. This is evidenced by the fact that three-quarters of the world's correspondence, 80% of e-mail and the Internet content are in English. Most international documents, articles, literary works, instructions are written in English. Knowledge of English broadens the horizon, and allows people to learn more about the culture and customs of other peoples.

Key words: case method, case study, foreign language studies, communicative teaching.

Mastering a foreign language in the life of a modern person is a paramount need, a pledge of personal and professional development. Knowledge of a foreign language broadens the outlook, opens up endless opportunities to learn about the values and cultural heritage of other peoples. [1] In the process of language education, students are prepared for intercultural communication, and the creative potential of the individual is disclosed. [2]

Today, the introduction of interactive teaching and training methods is of great importance, which is a more effective means of mastering modern technologies, improving the effectiveness of learning and quality of knowledge, and shaping the vital and professional competence of modern youth. [3, p. 512]

The basis of the case-based method is the concept of development of mental abilities. The essence of the method is to use specific cases (situations, stories, the texts of which are called “case”) for joint analysis, discussion or decision making by students from a particular section of discipline. [4, p.59]

The value of the case-method is that it simultaneously reflects not only a practical problem, but also actualizes a certain complex of knowledge that must be learned in solving this problem, as well as successfully combines educational, analytical and educational activity, which is certainly active and effective in realization of modern tasks of the education system.

The goals that the case-based method is aimed at depend on the type of the specific situation, namely the case: needs-case, selection-case, crisis-case, conflict-case, case-fight, innovation-case. [5, p. 172]

The educational tasks of the case-method are:

- acquisition of skills to use theoretical material to analyze practical problems;
- formation of skills of situation assessment, selection and organization of search of basic information;
- developing the ability to formulate questions and queries;
- developing skills to develop multi-variant approaches to the implementation of the action plan;
- forming the ability to make decisions independently even in uncertainty;
- formation of skills and techniques of comprehensive analysis of situations, forecasting ways of developing situations;
- development of constructive criticism skills. [6, p. 240]

The case-study method is not just a methodological innovation – it is a method of active learning based on real situations. We can say that this method is aimed not as much at the development of specific knowledge or skills, but rather at the development of general intellectual and communicative potential of students and teachers. Case is a small piece of literature that allows you to not only get information, but also to immerse yourself in the atmosphere. This helps students to imagine themselves in a real life situation rather than simply solving a difficult task.

The basics of this technique lie in ancient times. One of the first caseologists was Socrates, who, many centuries ago, realized that the knowledge obtained by a man in a ready form is less valuable to him and therefore not as durable as the product of his own thinking. He saw the teacher's task as helping his students to “give

birth” to the knowledge that, in some sense, was already contained in their heads as a child in the womb.

Stages of the organization of the lesson:

1. The stage of immersion in joint activities.

The main task of this stage is to create motivation for joint activity, to show the initiatives of the participants in the discussion. At this stage, the following options are possible:

The text of the case can be distributed to the students before the class for independent study and preparation of answers to the questions. At the beginning of the class, students' basic knowledge of the case material and their interest in the discussion are revealed. The main problem underlying the case is highlighted.

2. The stage of organization of joint activities.

The main task of this phase is to organize activities to solve the problem. Activities can be organized in small groups or individually. The trainees are divided by the tutor in small groups to collectively answer the questions time. In each small group (regardless of other groups) there is a comparison of individual responses, their refinement, and the development of a single position, which is designed for presentation. In each group, a “speaker” is selected or appointed to represent the decision. If the case is well-designed, then the decisions of the groups should not coincide. The speakers present the decisions of the group and answer the questions of students from other small groups. The teacher organizes and directs the general discussion.

3. The stage of analysis and reflection on joint activities.

The main task of this phase is to identify the learning outcomes of the case. In addition, at this stage, the effectiveness of the organization of the class is analyzed, problems of joint activity are discussed, and tasks are set for further work. The teacher's actions can be as follows: the teacher concludes the discussion by analyzing the process of discussing the case and the work of all groups, commenting on the real development of events, summarizing.

Case has structural components:

- Background,
- Creative Task,
- Communicative Workshop.

Today, educational institutions are responsible for the formation of a healthy personality and the development of students' life competencies through the introduction of innovative pedagogical technologies. One of the promising learning technologies is the so-called case-study. Case studies are an innovative approach to learning, because this is how educational establishments' main problem is solved: how to combine theory with practice and knowledge with competencies.

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