

**Ткаленко Антоніна Миколаївна**

старший викладач кафедри іноземних мов

Київський національний університет технологій та дизайну

(м. Київ)

## **CASE METHOD AS A PEDAGOGICAL TOOL IN FOREIGN LANGUAGE TEACHING**

Case method is an effective method that allows students to learn how efficiently exchange ideas, find the best solution, work in a team, demonstrate and improve analytical, evaluation skills, apply theoretical material on practice.

The case study method was borrowed by Ukrainian educators at the beginning of the 20th century. That is why most studies and publications devoted to the study of this method were created by foreign authors J. Dystefano, P. Ekman, H. Lane, I. Willson, D. Schodt, M.W. Piotrowski.

Scientists H. Lane and J. Dystefano give the definition of a case as a situation considered by a person to make a decision [2]. English scientist R. Michiel believes that the case is a detailed study of the event, which illustrates the general principle [3]. Case studies are based on actual factual material, or approximate to the actual situation. Students analyze the proposed pedagogical situation, determine the essence of the problem, suggest possible solutions and choose the most productive one.

The well-known British case study researcher Robert K. Yin interprets it as a strategy for an empirical study of a certain phenomenon in its real-life context, when the boundaries between phenomenon and context are not clear and when diverse sources of information are used [1].

The method is also characterized by a significant educational effect, such as developing individual qualification characteristics as the ability to analyze and diagnose problems, ability to communicate, discuss, perceive and evaluate information coming in verbal and nonverbal forms. In a sense, this method contributes to the formation of the professional and personal qualities of a person. It

helps to create a sense of self-confidence, contributes to overcoming excessive timidity.

Case method allows to bring the learning process closer to real practical activity. It contributes to the intellectual, moral and motivational development of students, the formation of dialectical thinking, the formation of scientific outlook. Case method is used as a kind of pedagogical tool that helps students to understand the subject better, develop their imagination, get theoretical and practical scientific ground for verification of a theory, research ideas, reveal regularities and interconnections. It also increases motivation of students to learn a foreign language.

The teacher should pay much attention to the following organizational issues: preparing the text of the case in sufficient quantity; provision of other distribution and material-technical material (foreign language audio-video recordings); rational distribution of the time. It is very important for the instructor to identify clearly problems for discussion, remind students of some key theoretical or practical points (for example, lexical-grammar phenomena of the foreign language), direct them to use a certain linguistic vocabulary, orient students to the professional approach for situation analysis.

It should be noted that the choice and formulation of the topic has a direct connection with the curriculum of the discipline. If in the economy the most common sources of information for the creation of cases are the history of the company, annual reports of enterprises, reports of managers, then for students of technical specialties you can offer archival materials from newspapers and magazines; fiction or even feature films of a professional nature; laws, orders or orders that apply to certain industries; modern scientific popular articles on the development of a production process; results of scientific researches. The content of the text, its structure, as well as vocabulary should be understandable for students and correspond to the level of their foreign language competence.

A rather complicated and decisive stage in the work of the teacher is an adequate assessment of the results of student training using the case-method. In this case, two

important aspects should be evaluated: foreign language competence and professional knowledge, and the evaluation will be in favor of the first aspect. In any case, the assessment should be carried out in accordance with the didactic requirements for assessing acquired knowledge, skills and abilities of students, namely: objective and fair in relation to all participants involved in the case; reasoned, systematic and optimal.

Thus, the case method helps to develop skills, analyze the situation, evaluate alternatives, choose the best option from the proposed, along with the development and further improvement of students' communicative skills and all aspects of speech activity in a foreign language.

#### REFERENCES

1. Jin R. K. Case Study Research: Design and Methods / R. K. Jin. – Newbury Park (CA) : Sage, 1989. – P. 50.
2. Lane H. International management behavior: Introduction to the cases and case method / Lane H. and Distefano J. - PWS-Kent, 1992. - 628 p.
3. Michiel R. Leenders and James A. Erskine disc Research: The Case Writing Process / R. Michiel. – Ontario : School of Business Administration (the University of Western Ontario), 1989. – 334 p.