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USE OF CASE-STUDY METHOD IN FOREIGN LANGUAGE TEACHING

In modern life there is a great need for a specialist who is able to generate ideas and technologies for their implementation, has a tendency to innovate, is able to critically, efficiently and analytically work with large amounts of information of various kinds.

Case study is an innovative approach to learning because it allows a teacher to combine theory with practice and knowledge with competencies. Currently, the introduction of educational cases is a very important task. The main task of case technologies is to develop the ability to process various problems and find their solutions, in other words, to learn to work with information and analyze it.

The main aim of the given research is to identify and analyse the main characteristics of the case-study teaching method and its importance in the process of the English language teaching and learning.

The case-study method was first used in the United States, namely, at Harvard Business School in 1910. Teachers were advised to conduct classes not only in the traditional form, but also in the form of discussions with students. In Ukraine, it was first presented in 1992 by specialists of the School of Public Administration J. Kennedy of Harvard University.

Foreign and domestic scientists have studied and developed the pedagogical method of case-study, including D. Boehrer, D. Robin, E. Monter, J. Erskin, M. Norfi, Jendrych E., Dul J., Hak T., Akeshova N. M., Yu. P. Surmin, A. Sidorenko. The fundamental work «Situational analysis or

case anatomy» was created by Yu. Surmin in 2002. The Case method is most widely used in the study of economics and business sciences, but has become widespread in the teaching of other disciplines, namely foreign language and foreign language of professional purposes.

A case is a description of a specific situation that has taken place in a particular practice, which contains some problem that needs to be solved.

Case study has two aspects of essence. The first aspect is related to research activities, the second aspect of the case study characterizes it as an interactive teaching method based on the discussion of a text, which reflects the real ambiguous situation in any form of human activity. Case study promotes the development of problem-solving skills based on specific conditions and the availability of factual information [5, p.20].

It is the use of case method technologies as a situational technique that can help in learning a foreign language while achieving educational and organizational goals. Using this interactive method of learning, almost all practical knowledge is implemented, as well as the ability to predict different situations, lead a conversation, express their opinion, defend their views, convince the interlocutor, adequately accept criticism, analyze and draw conclusions. The implementation of theory into practice is the value of this method. Discussion of topics, dramatization of created situations similar to those that arise in professional activities and in everyday life, almost theatrical distribution of roles in playing «cases» can create not only a creative atmosphere in the classroom, but also solve the main goal of learning a foreign language [3]. The method is of high value because students' reading, writing, speaking and listening skills are activated. This method is an effective tool in developing linguistic and non-linguistic competence of the future specialist.

According to Professor Y. Surmin, important functions of the case method are: teaching, educational, training, analytical, research, system-proliferative, prognostic [5, p. 21]

Yu. Surmin puts forward the most important epistemological features of

the analysis situation:

1. The case method is a method of qualitative research.
2. He operates with ambiguous situational knowledge.
3. The method is based on a variety of sources of knowledge.
4. The method is creative, but quite algorithmic.
5. It is characterized by the collective nature of cognitive activity, which involves various forms: exchange of ideas, discussion, «brainstorming», the selection of subgroups, game interaction and more.
6. The method provides a forced process of acquiring knowledge by immersion in a situation that avoids a purely logical model of cognition [4, p. 21].

Usually the case-study framework includes the following stages:

- analyzing and discussing the statistics and data of the case,
- defining the problem,
- searching for possible ways of solving the problem,
- finding the best solution to the problem,
- presenting the results in the classroom.

Kovaleva S. M. offers the following structure of cases: 1) acquaintance with the content of the problem (description of the situation, problem, pedagogical situation); 2) problem definition; 3) analysis of the existing situation; 4) practical implementation (educational and methodological support); 5) group exchange of ideas, individual way of thinking [2, p. 23].

The main thing that should contain a case: a problem that involves several options for its solution, supporting information, tasks. The sources of cases can be real life situations, fiction and nonfiction, works of art, statistics, scientific articles, monographs, the Internet.

It is very important to consider four components:

- the quality of educational materials;
- the case itself and methodological materials for it;
- quality of students' work;

- quality of teaching: are we able to ask questions in such a way as to develop a discussion?

- organizational conditions for working on the case.

At the beginning of the lesson the teacher takes into account the basic knowledge of students about case material and their interest in the discussion. Students are divided into temporary small groups by the teacher to collectively prepare answers to questions over a period of time. Speakers present group decisions and answer questions from students in other small groups. Teacher organizes and directs the general discussion. In the final stage, the teacher concludes the discussion, analyzing the process of discussing the case and the work of all groups, comments on the actual development of events, summarizes.

The use of the case study method enriches the learning process with new, more creative content: organization of interactions, discussions, modelling of situations, expertise, etc.

The case method promotes the development of communicative (social) competence:

- development of independent work skills or working in a group;
- acquisition of communication skills;
- development of presentation skills;
- formation of interactive skills that allow to interact effectively and make collective decisions.

Case study technology focuses on independent thinking, the ability to convey the information to the audience and respond constructively to criticism from the opponents.

Obstacles to the implementation of the Case study method in teaching practice: due to the nature of the Case study, the nature of the environment, objective, subjective, real, virtual (phantoms), from society, from the learning environment, from the teacher, from students. There is an acute shortage of educational and methodological literature in general and the analysis of situations in particular.

The method can serve as the most important channel for filling the content of the educational process with creativity, as well as a means of human resources development. The Case Study method develops the following personal qualities of a future specialist: decision-making ability, learning ability, systematic thinking, independence and initiative, willingness to change and flexibility, commercial business orientation, ability to work with information, persistence and purposefulness, communication skills, ability to interpersonal contacts, problematic thinking, constructiveness, ethics. Thanks to the use of the Case Study method, sensory-emotional colouring greatly facilitates the learning process, reduces information loads, encourages creativity and promotes the comprehensive development of personality.

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