

TECHNOLOGY OF TEACHING A FOREIGN LANGUAGE USING THE CASE METHOD IN NON-LINGUISTIC HIGHER EDUCATIONAL INSTITUTIONS

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Abstract. The article discusses the possibility of using the method of active learning “case method” in foreign language classes in non-linguistic universities; provides the stages of solving cases; justifies the effectiveness of this method. In addition, this article analyzes the use of the case method in the process of developing the communicative competence of students of non-linguistic specialties. The aim of the research is to analyze the role of the case study as a method that not only develops the skills of oral discussion of the problem, but also helps to improve reading skills in a foreign language. The article proves the necessity of using electronic resources as a source of text material in teaching English for special purposes (ESP). The presented research reveals the practical and research aspects of the case method, built within a certain professional context, and organized taking into account the level of language proficiency and professional training of students. The “case method” is aimed at developing students’ interest in learning and positive motivation, and encourages independent acquisition of knowledge and professional experience. In addition, this article examines the ability of students to work in groups on a single problem area, using brief information in a limited time period, and analyzes the development of principles of problem-based learning. If these conditions are met, we can firmly say that the effectiveness of the case method in foreign language classes is indisputable, since, first, this method is complex and contains all types of speech activity: reading, speaking, writing, listening.

Keywords: Case method, foreign language, method of specific situations, professional competence, problem-based learning.

The development of scientific and cultural exchanges, the intensification of student exchanges, the internationalization of law, Kazakhstan’s entry into the Bologna process - all this makes the need for practical knowledge of a foreign language in the field of professional activity particularly relevant.

Increasing requirements for a modern University graduate leads to the need to review the main ways of training a competent specialist who is able to adequately solve the entire set of theoretical and practical tasks that his future activity sets for him.

The famous Russian teacher, writer, and founder of scientific pedagogy in Russia K. D. Ushinsky emphasized: “In order to lead public education in a direct and correct way, one must look not at what is needed for Germany, France, England, etc., but at what Russia needs in its current state, which is in accordance with the

course of its history, with the spirit and needs of its people” [1].

A graduate of a non-linguistic University does not speak a foreign language at the level that can allow him to be a full participant in professional interaction on the world labor market. Insufficient knowledge of a foreign language and its level of proficiency do not give it a competitive advantage and limit the ability to follow new scientific achievements.

Many graduates working in various fields of activity claim that the level of language proficiency achieved at the University is insufficient to solve professional problems. They believe that they need a foreign language mainly when formulating their position through the means and methods of a foreign language, and that a foreign language is a means of communication in an intercultural language group. As for the other graduates, they note that the ability to read a foreign language document with a dictionary is quite enough for successful work and they hope to use the services of translators in their professional activities.

D. I. Pisarev pointed out: “Of course, if one is very keen to learn a language and understands the full benefits of such knowledge, one can learn it in high school, but I confess that I have not seen such examples, and I believe that they are very rare, because usually a clear understanding of their own benefits is awakened in young people quite late, at the first encounters with real life” [2].

To implement a professionally-oriented approach and develop professional competencies in the educational process, it is necessary to simulate the conditions of real professional activity. In our opinion, among the various innovative areas in modern linguodidactics, the following learning technologies are the most appropriate for the set goals:

- learning in collaboration (using business games);
- case study, i.e. joint solution of professional problems;
- project technology;
- information technology (using chats, forums).

The advantages of these technologies include the fact that they can be used to achieve the goals defined by the standard of education, since they primarily ensure the professional development of students and their sociability. In addition, these technologies allow you to develop the skills of independent work, using the capabilities of the global Internet.

Since the paradigm of education has changed, the ways, forms, and methods of evaluating learning outcomes should change. Teaching courses developed by us raises the practical question of evaluating students’ performance, including foreign language proficiency. Without denying the importance of such forms of control as various types of testing, it is important to emphasize that a future specialist should be able to formulate their own thoughts, understand a foreign colleague in a dialogue of cultures, learn from each other, therefore, it would be unwise to limit traditional forms of control.

In addition to various methods, you can use the “Portfolio of the future

specialist” and conducting teleconferences with foreign colleagues as a form of control. “Future specialist portfolio” is a set of documents, independent works of a student in a foreign language, a Glossary on professional topics, translations, essays, reports, case analysis, projects, etc. - that is, a tool for self-assessment of their work, reflection on their own activities. The student “defends” their work. The assessment of an independent reviewer (a teacher in a professional discipline) is also important. This is how the content, contextual and procedural areas of training are checked, as well as the level of professional competence formation.

One of the final forms of control can be a “teleconference”, when future specialists together with foreign colleagues create projects and discuss problematic issues of business development in Russia, the United States, Great Britain, and Canada.

One of the most active teaching methods is the case method. The advantage of cases is the ability to optimally combine theory and practice, which is quite important when training a specialist. L. V. Sokolskaya also sees the significance of this method: “Today it is desirable to introduce these so-called case methods into the higher education system - modern educational technologies of situational training based on the use of specific situations” [3].

Cases are used in pedagogy, psychology, medicine, and law. The method is most widely used in teaching Economics and Business Sciences. Humanities education is a natural area of application of this method, while its application in teaching natural science and technical disciplines, including computer science, causes difficulties, because it requires the creation of specific types of cases.

Today, universities need educational cases with pronounced educational tasks, analysis of moral and ethical, moral and legal, socio-political and other situations. Discussion, analysis, finding ways and means of solving various problems are important for the inclusion of a young person in an active position as a participant in the public life of the country during the training period [4].

Many teachers do not use the “case method” in foreign language classes for a number of reasons.

First, because they will have to dive into the content of a professional “case” and be incompetent in the eyes of the student.

Second, they may not be comfortable in the role of coordinator, rather than a teacher who is used to leading the learning process. Finally, those teachers who are used to the traditional style of teaching do not see the use of the “case method” as a means inherent in the actual educational process. This, in our opinion, is another reason why the “case method” is not actively used in professional training.

However, the “case method” has a number of advantages, namely:

- develops critical thinking;
- improves students’ organizational skills (since “cases” often contain a large amount of information that needs to be compressed into logical chunks and present a clear problem);

- develops communication skills, because the use of “cases” contributes to their improvement in oral and written communication;

- develops managerial skills (holding meetings, business negotiations, presentations, etc.).

The “case method” introduces students to real-life situations, requiring them to participate in managerial communication;

- encourages collective activity and the ability to work in a team in a foreign language environment.

It is recommended to solve cases in 5 stages: the

First stage is to get acquainted with the situation and its features.

The second stage is the identification of the main problem(s), the identification of factors and personalities that can really affect. The third stage is to suggest concepts or topics for brainstorming. The fourth stage is an analysis of the consequences of making a decision. The fifth stage is solving the case- offering one or more options (sequence of actions), indicating the possible occurrence of problems, mechanisms for their prevention and solution.

Case analysis can be either specialized or comprehensive.

- Specialized analysis should focus on a specific issue or problem.

- A comprehensive (detailed) analysis implies a deep dive into the key issues of the case.

The use of the case method as a technology of professionally-oriented training is a complex process that is difficult to algorithmize. Formally, the following stages can be distinguished:

- familiarization of students with the text of the case;

- analysis of the case;

- organization of a discussion case study, discussion, presentations;

- evaluation of participants;

- summing up the discussion; etc.

All modern concepts of education bring to the fore interpersonal information interaction of subjects of the educational process, which results in the acquisition of knowledge, development of skills, formation of professional qualities and, as a result, the formation of personality. An effective method that stimulates the processes of understanding real-life situations, analyzing problems and finding solutions is situation analysis, or the use of case methods. The undisputed advantage of this technology is the complex nature of the analyzed cases, which are based in most cases on real situations and involve such types of cognitive process as modeling, system analysis, problem method, thought experiment, methods of description, classification, and game methods.

The essence of the case method is the independent activity of students in an artificially created professional environment, which makes it possible to combine theoretical training and practical skills [5].

Students should study the situation, understand the problems, suggest possible

solutions, and choose the best one. The case method can include the study of one or several cases [6].

It should be noted that the cases are based on real material or close to the real situation. The essence of the case method is the independent activity of students in an artificially created professional environment, which allows combining theoretical training and practical skills necessary for creative activity in the professional sphere. In the process of solving the problem, students are forced to update the necessary set of acquired knowledge.

The main task of teaching a foreign language to students of non-linguistic universities in modern conditions is the formation of a foreign language communication system- it also allows you to freely navigate in a foreign language environment, and thus contributes to the formation of a competitive specialist in the labor market. In modern conditions, foreign language communication becomes an essential component of the future professional activity of a specialist [7].

Using such an active learning method as a case study requires the development of a complex educational environment that contributes to the formation of students' communicative competence. Communicative competence includes knowledge of the language for certain purposes, the communicative situation, participants in the communicative situation, the skills of creating text, reading and listening, as well as conversation skills [8]. The case method allows you to develop communicative competence, taking into account professional training, interests, developed thinking style and behavior of students.

For the first time, the case method was used in the training of managers, mainly in economic specialties of higher education Institutions, primarily as a method of teaching decision-making. A significant contribution to the development and implementation of this method was made by G. A. Bryansky, Yu. y. Ekaterinoslavsky, O. V. Kozlova, Yu. D. Krasovsky, V. Ya. Platov, D. A. Pospelov, O. A. Ovsyannikov, and V. S. Rapoport [9].

Currently, the case method is used in teaching students of various specialties, as they reveal typical life and / or business problems, involve students in typical social roles, on the basis of which a certain set of knowledge necessary for a full understanding of the situation is updated. Thus, without practical experience, students have the opportunity to get acquainted with the real context of a particular professional problem, to consider and analyze the role of participants in the proposed scenario. The format of the case method assumes the presence of a controversial issue, which, in turn, leads to discussions, forces participants to defend their point of view in a reasoned manner, and teaches compliance with the norms and rules of communication.

Thus, we can conclude that the case method contributes to the development of students' communicative competence, but requires training and independent work skills. Insufficient training of students and reduced motivation can lead to a superficial discussion of the case, so the case method in the classroom is

recommended for senior courses, since an adequate level of English language proficiency and a certain amount of knowledge in the specialty is required.

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ТІЛДІК ЕМЕС ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДА ШЕТ ТІЛІН КЕЙС-ӘДІСІ БОЙЫНША ОҚЫТУ ТЕХНОЛОГИЯСЫ

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Аңдатпа. Мақалада тілдік емес жоғары оқу орындарындағы шет тілі сабақтарында “кейс- әдісті” белсенді оқыту әдісін қолдану мүмкіндігі қарастырылады; кейстерді шешу кезеңдері келтіріледі; осы әдісті қолданудың тиімділігі негізделеді. Сонымен қатар, бұл мақалада тілдік емес мамандықтар студенттерінің коммуникативтік құзыреттілігін дамыту процесінде кейс-әдісті қолдану мәселесі талданады. Зерттеудің мақсаты кейс- сметоқтың қойылған мәселені ауызша талқылау дағдыларын дамытып қана қоймай, шет тілінде оқу дағдыларын жақсартуға көмектесетін әдіс ретіндегі рөлін сапалы талдау болып табылады. Мақалада ағылшын тілін арнайы мақсаттар үшін оқытуда (ESP) мәтіндік материал көзі ретінде электрондық ресурстарды пайдалану қажеттілігі дәлелденді. Ұсынылған зерттеу белгілі бір кәсіби контекст аясында құрылған және тілді меңгеру деңгейі мен студенттердің

кәсіби дайындығын ескере отырып ұйымдастырылған кейс-әдістің практикалық және зерттеу аспектілерін ашады. “Кейс-әдіс” студенттердің оқуға деген қызығушылығын және жағымды уәждемесін қалыптастыруға бағытталған, кәсіби қызметтің білімі мен тәжірибесін өз бетінше алуын ынталандырады. Сонымен қатар, бұл мақала студенттердің шектеулі уақыт кезеңінде қысқаша ақпаратты қолдана отырып, бірыңғай проблемалық аймақта топтарда жұмыс істеу қабілетін зерттейді және проблемалық оқыту принциптерін әзірлеуді талдайды. Осы шарттарды сақтай отырып, шет тілі сабақтарындағы іс әдісінің тиімділігі даусыз деп айтуға болады, өйткені, біріншіден, бұл әдіс күрделі және сөйлеу әрекетінің барлық түрлерін қамтиды: оқу, сөйлеу, жазу, тыңдау.

Тірек сөздер: Кейс әдісі, шет тілі, нақты жағдайлар әдісі, кәсіби құзыреттілік, проблемалық оқыту.

ТЕХНОЛОГИЯ ОБУЧЕНИЯ ПО КЕЙС –МЕТОДУ ИНОСТРАННОМУ ЯЗЫКУ В НЕЯЗЫКОВЫХ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

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Аннотация. В статье рассматривается возможность использования метода активного обучения «кейс-метода» на занятиях по иностранному языку в неязыковых вузах; приводятся этапы решения кейсов; обосновывается эффективность применения данного метода. Кроме этого в данной статье анализируется вопрос применения кейс-метода в процессе развития коммуникативной компетенции студентов неязыковых специальностей. Целью исследования является качественный анализ роли кейс-метода как метода, который не только развивает навыки устного обсуждения поставленной проблемы, но и помогает улучшить навыки чтения на иностранном языке. В статье доказывается необходимость использования электронных ресурсов как источника текстового материала в обучении английскому языку для специальных целей (ESP). Представленное исследование раскрывает практические и исследовательские аспекты кейс-метода, построенного в рамках определенного профессионального контекста, и организованного с учетом уровня владения языком и профессиональной подготовки студентов. «Кейс-метод» направлен на формирование у студентов интереса к учебе и позитивной мотивации, стимулирует самостоятельное приобретение знаний и опыта профессиональной деятельности. Кроме этого данная статья исследует способность студентов работать в группах над единой проблемной областью, используя краткую информацию в условиях ограниченного периода времени и анализирует выработку принципов проблемного обучения. Соблюдении данных условий можно твердо утверждать, что, эффективность кейс-метода на занятиях по иностранному языку бесспорна, так как, во-первых, данный метод комплексный и содержит все виды речевой деятельности: чтение, говорение, письмо, аудирование.

Ключевые слова: Кейс метод, иностранный язык, метод конкретных ситуаций, профессиональная компетенция, проблемное обучение.

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