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CASE-STUDY AS AN INNOVATIVE METHOD FOR PROFESSIONAL COMMUNICATION DEVELOPMENT

Foreign language communication competence in the XXI century is a requirement of time, a means of intercultural, interpersonal and professional communication, which is why priority is given to the use of educational innovations in the educational process.

Case-study is one of the most common innovative and interactive methods of teaching using specific educational situations, training technologies of business communication, personal development and formation of communicative skills of future competent specialists.

The article is devoted to the case-study method. It highlights its innovative and interactive character and importance for professional communication development. The article examines the background of its appearance. It also emphasizes advantages of this method in the foreign languages teaching process and benefits for students' personal qualities. This method has a great educational potential and its effectiveness is in the connection with the future students' professional activity. Therefore, case-study is an innovative method in teaching due to deep analysis of real problem situations during practical lessons. It is aimed at students' professionalization and professional language progress within the educational institution.

Theoretical and methodological principles of the case-study were investigated by foreign scientists – J. Erskin, M. Leader, E. Monter, and M. Norfi. Also

publications of Ukrainian specialists in this field are devoted to this problem, among them V. Loboda, Y. Surmin, A. Sidorenko, A. Furda, and E. Polat.

Case-study method is a method of active problem-situation analysis. The peculiarity of the case-study method is to create a problem situation based on real-life facts. The purpose of the case method is to put students in a situation where they will need to reach a decision. The role of the teacher is in the observation, management, supervising of the discussion process and monitoring the work of students. The immediate purpose of the case-study method is to analyze the situation (a case that arises in a particular situation) by the combined efforts of the students and to make a practical solution; end of the process – evaluation of the proposed algorithms and choosing the best of them in the context of the problem [2, p.3].

The case method was developed by English scientists M. Shever, F. Edey, and K. Yeats. It was firstly applied in 1910 to teach management disciplines at Harvard Business School, which is well known for its innovations. Harvard teachers organized discussions with students about various situations related to their future professional activities: they presented the problem situation and proposed a task for students, then they considered different options for solving it. Therefore, the case method is often referred to as the situational technique or the Harvard method.

One of the first who draw attention to the educational potential of the case-study method is David Cotton, author of the Market Leader textbook series. He distinguished the following structural components of the method: 1. Background. 2. Creative Task. 3. Communicative Workshop (Workshop of Communication) [1, p.46].

The advantages of the case-study method include: the use of problem-based learning principles; gaining skills to solve real-life problems; the ability of the group to work in one common problem field, and this process of studying imitates the mechanism of decision-making in life, that it is more adequate to the life situation than memorizing terms with next retelling, because it requires not only knowledge

and understanding of terms, but also the ability to operate them by developing logical schemes for solving the problem, to justify and give reasons for their opinion; obtaining teamwork skills (Team Job Skills); developing the skills of the generalizations and summarising; acquiring presentation and press conference skills; the ability to formulate questions, to argue the answer [2, p.10].

In addition, the case-method has great educational potential for the formation and development of personal students' qualities: the development of creativity; forming a willingness to take responsibility for the results of their own analysis of the situation and for the work of the whole group; formation of self-confidence; developing communicative culture skills; the formation of a socially active and vitally competent personality, capable of self-development, self-improvement and self-realization.

Thus, the introduction of the case-study method into the practice of higher education makes it possible to make foreign language classes closer to real life and practically oriented to the students' future speciality. The case method is innovative, effective and aimed at developing the overall intellectual and communicative potential of the student and the teacher. Also, the analysis of situations during practical classes influences the professionalization of students, contributes to the formation of their interest in their future profession and the development of professional communication skills. Teaching staff of Foreign Languages Department of KNUTD actively practice the use of the case-method during English classes, as well as in the activity of scientific societies.

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