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УДК 378.147

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МЕТОД КЕЙСОВ В ИНТЕНСИВНОМ ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ СТУДЕНТОВ ЭКОНОМИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ

В статье рассматриваются возможности и проблемы интенсификации образовательного процесса при обучении иностранным языкам студентов экономических специальностей. Рассматривается возможность применения метода кейсов как основы интенсивного обучения.

Ключевые слова: интенсивное обучение иностранным языкам, интенсификация образовательного процесса, обучение иностранным языкам студентов экономических специальностей, метод кейсов.

UDC 378.147

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CASE-STUDY METHOD AS A BASIS FOR INTENSIVE TEACHING OF BUSINESS STUDENTS

The article covers the problems of intensive education and the opportunities of using some of the techniques of intensive education for students studying foreign languages in business colleges and faculties. It also enlightens the problems of using some techniques of intensive education on the basis of case study method.

Key words: intensive education, case study method, business students, teaching foreign languages.

Introduction

In the modern society in times when, despite the global turbulence, the economic ties between countries are getting wider and stronger and the process of globalization is not just evident but could be hardly stopped, the importance of learning foreign languages, especially for those who are in business or are just mastering the degree on Economics is definite and apparent.

The main aim of the current higher education is to provide modern business students with the very knowledge that enable them to develop their potential and to make balanced and suitable decisions for getting better working prospects in their future career life.

Our country has quite a considerable role in the global economy and policy and takes an active part in the process of

integration today. Thus, it needs specialists who are flexible, creative, and proactive – those who can solve problems, make fast decisions, communicate ideas effectively; those who are both team players and self-starters. The ‘quite good knowledge of some foreign language’ is no longer enough to succeed in the complicated and rapidly renewing world.

The necessity for fast and efficient second language acquisition has vitalized new forms and methods of teaching, given a new impetus to further development of intensive learning (and consequently teaching) of a foreign language, the basis of which was developed by Bulgarian doctor G. Lozanov.

Here are the most important factors for teachers to acquire, described by Lozanov [13].

Covering a huge bulk of learning material.

1. Structuring the material in the suggestopaedic way: global-partial – partial-global, and global in the part – part in the global, related to the golden proportion.

2. As a professional, on one hand, and a personality, on the other hand, the teacher should be a highly-regarded professional, reliable and credible.

3. The teacher should have, not play, a hundred percent expectation of positive results (because the teacher is already experienced even from the time of the teacher training course).

4. The teacher should love his/her students (of course, not sentimentally but as human beings) and teach them with personal participation through games, songs, classical arts, and pleasure.

In our country it has been continued and further developed by professor G. A. Kitaygorodskaya.

The main principles of intensive teaching and training

Most of the principles of the intensive teaching has been put into the pedagogical public domain. Some of them are considered in scientific researches, others are only probed in practice. Just practice has shown that using some separate parts of the intensive teaching method gives positive results. However,

a completely new quality of teaching process can be only reached when all the principles of the intensive education are presented as an integral system. Here many educators assume the definition of the methodological system offered by I.L. Bim as a basis. According to this definition the system is considered as a tactic model realized in the frame work as a single direction, i.e. the definite methodological concept. The whole scheme of the methodological system is considered as a correlation of the following components: aims, a course contents, means and methods of teaching. [11]

The intensive form of teaching foreign language is used where an accelerated form of training is applicable, in cases when the learner is pressed by time and feels the necessity to acquire new knowledge and skills and improve his(her) language in a very fast pace.

Intensifying of professional education at present is both the demand of the time, and the necessity for business students. To respond to all these challenges educational organizations and institutes are offering more and more various and innovative forms and programs of intensive training and shorter educational curriculum. Most of these methods consider the intensity of educational process as a less time consuming form of acquiring linguistic skills. Thus, the term of intensity can be considered as a synonymous one to “acceleration”.

Accelerated training means using common traditional methods in teaching a foreign language but within prolonged teaching period (having more classroom hours a week).

It is worth mentioning that to improve the efficiency of the educational process of any kind and for all students despite the level of their knowledge most teachers use the following elements of intensive teaching [12]:

- A lot of attention is paid to acquiring the skills of accurate well-bred oral speech and good perception and understanding of oral speech

- Systematic mastering of pronunciation and intonation within the whole period of training
- An ability to express thoughts and ideas in a foreign language (overcoming language barriers)
- A wide use of role-play exercises, case-study methods, discussions and presentations
- Introducing students into an active linguistic practice from the very start
- Optimization of the material – building the teaching program in line with individual aims of learners, i.e. they only study those things, which they need.

To provide the intensive process of teaching a foreign language it is important to choose an appropriate method for the particular audience. The term “method” is generally considered as a school under which reaching the targets and realizing the tasks are provided. The strategy for teaching a foreign language is based on various approaches to the educational process.

In this respect two main factors, characterizing the intensive process of training can be specified:

The first factor is the minimum term of training for reaching some particular aims. As a rule, it touches upon the educational material targeted at social matters. Here there offered the minimum material.

The second factor means the maximum use of all the reserves of the trainee. It can be reached via cooperation in an educational group and the creative approach of the teacher to the educational process.

In the foreign and national theory and practice of teaching foreign languages, group forms of education are getting more and more popular and widely approved. The principle advantage of this teaching method is the better interaction between students, which forms a joint coordinated activity leading to the realization of the main goal, which is to acquire speech activity skills. Thus, this kind of educational activity can be determined as a game.

Thus if this game create a motivated, coordinated activity, it will form the educational process in general. In this situation, the main task for the teacher would be to form the situation where all the participants of the group are involved. Thus, all the trainees are supposed to combine their intellectual efforts to solve the problem. The most favorable conditions for providing the effective interaction within the group are the following:

- The should not contain more than 10-12 people
- The group should not be homogeneous
- The position of the participants should be as comfortable as possible, preferable face- to- face or around the table

Most educational institutes have obtained good experience in this sphere. The PFUR has been realizing innovative projects for decades and has reached evident positive results.

The use of case study method for intensive teaching

Most blue chip employers, especially popular and desired among graduates, have multi-tier recruitment process where one of the interviews is held in a foreign language. One of the forms of tests for applicants, which is getting more and more popular among gilt-edged employers is the case method.

Thus, this method could be an ideal basis for intensifying educational process using all the techniques mentioned above.

The use of the case study method is another challenge for teaching foreign language for business students. While traditional lecture-based teaching means the minimum participation of students in the classroom. Still most classes of foreign languages in universities are held in a form of colloquium so the case study method, which is an active learning method and requires complete involvement from the student in the classroom, is no "new news" both for students and for teachers, who have been exposed not only to the traditional teaching methods. So in fact, this does not call for a major change in the approach to learning or teaching.

The majority of scholars affirm that the efficiency of students'

studies depend on their complete involvement in the learning process [2, 3, 6, 7, 8, 9]. The case study approach is the very way, which empowers teachers with such active learning strategies, which can be performed for business students.

There exist a number of definitions for the term «case study». According to one of them «Case study» can be defined as a student-oriented activity based on the presentation of an real life situation, generally involving a decision, a challenge, an opportunity, a problem or an issue faced by an individual or a team in an organization [1, 4, 5]. An important point to be underlined here is that the case does not have a unique, correct solution. In search for a good argument, a decision-maker can choose between several alternative courses of action, and each of these variants may plausibly be supported by a logical explanation.

As it has already been mentioned above although the very method of Case Study is more or less new for Russian classes of foreign languages still it is quite alike some wide-spread methods of mastering oral speech in class via discussion and brainstorming.

Conclusions

The advantages of using case study method for teaching foreign languages to business students are evident and undoubted. They:

- 1) raise critical thinking (via application/synthesis/evaluation)
- 2) develop reflective learning
- 3) improve organizational skills and enhance communication skills
- 4) practice managerial communication skills.

While choosing a case, the teacher should take into consideration the following steps:

- identify clear learning objectives;
- know his/her learners;
- understand how the concepts of the case fit into the overall

concept map for the course or unit;

- choose the best strategy for using the case materials.

Additionally the following steps should be executed during the case study introduction class:

1) read the case study thoroughly with your students. Here the teacher can deal with any lexical or grammatical issues. You may also like to ask your students to represent the background information in a visual form;

2) provide the students with some input on how they should analyze the case study:

- read the case several times;
- define the main issues/problems;
- set out objectives;
- identify solutions;
- select the best solution;
- decide on how the solution should be implemented;
- draw up an action plan to implement the chosen solution.

3) pre-teach the language required to discuss the case study. Note that it is important to select the skill you would like to focus on and teach the specific language.

The environment suggested for organizing a case study lesson is very much alike to those mentioned for organizing any lesson based on the method of intensive training. Thus, the case study method can be considered as a very promising basis for the intensive training of business students.

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УДК 811.111-26

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ЖАНР ТРАКТАТА КАК ФОРМА ПРЕДСТАВЛЕНИЯ ЗНАНИЙ

Статья посвящена способу представления знаний в жанре трактата, который изначально предполагает объединение разных позиций: системность, формализм, строгая научность и свободу размышлений, дискуссию. Предметом исследования стала работа Ч. Дарвина «The Descent of Man». В статье рассматривается ряд параметров: стратификация текста, стратегия изложения и интертекстовые фрагменты, которые подтверждают стремление автора дать сложный по содержанию материал в легкой и доступной форме.

Ключевые слова: знания, трактат, языковая личность, стратификация текста, стратегия диалога, интертекстовые фрагменты.