

ПЕДАГОГИКА ЖӘНЕ ПСИХОЛОГИЯ

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B.A. Zhetpisbayeva, doctor of pedagogical sciences
Innovative University of Eurasia (Pavlodar, Kazakhstan Republic)

Z.A. Eskazinova, PhD
Academician E.A. Buketov Karaganda State University (Karaganda, Kazakhstan Republic)
E-mail: martbek3@mail.ru

S.R. Baltabekova, master student
Academician E.A. Buketov Karaganda State University (Karaganda, Kazakhstan Republic)
E-mail: saya.baltabekova@bk.ru

The issue of practical application of case technology in foreign language classes

***Annotation.** The article deals with problem-situational learning using cases as a form of foreign language classes. The features of the case-method implementation in the educational process at English lessons are considered. The analysis of requirements to development and application of a method of cases in educational process is carried out. Examples of the use of situational tasks in the educational process are given.*

***Key words:** case study, case technology, practical experience, communication skills.*

Introduction. The introduction of problem methods in practical teaching of a foreign language is one of the urgent tasks of improving the quality of higher education in the formation of professional and general competencies of a future specialist.

Professor R.Mary treats this technology as follows thus: «By the method of cases I understand the study of the subject by students by considering a large number of cases in certain combinations. Such training and attempts to manage various administrative situations develop in the student, often unconsciously, the understanding and ability to think in the language of the main problems faced by students in a particular area of activity». The introduction of case technology in education is a very urgent task at this moment.

The essence of this method is that students are offered to certain situation, they need to think about it and find problem. After that, through the joint efforts of the group, they should analyze the situation, answer the questions that are before them try and find a common solution for this problem. Thus, students have the opportunity to further obtained theoretical knowledge to apply in practice and expand the scope of understanding of the studied material.

The case deeply embedded in the classroom suggests the need for students to identify the problem from the General case information. This format of training creates the competence for isolating the problem, the resolution contradictions and decision-making on joint actions followed by strategic planning. As a result of such exercises the skill of solving practical problems is developed, it is a prerequisite for successful interaction of future specialists. So, the case-technology is effective against situations containing the issue contrasts, as it is based on the essential learning (CBI – Content-Based Instruction), which is based on "task-oriented learning" (TBL – Task-Based Learning) [1].

Main part. The main purpose of essential education is the acquisition of language in the context by students of any profile discipline with certain content. The content of the training is of interest to students, they have the ability to establish the relationship between language material and knowledge in certain area.

This method is widely used in teaching business English of high school students and allows you to successfully implement interdisciplinary communication, as students have the opportunity to apply the knowledge in the foreign language classes in relation to the studied specialty.

The ability to use language skills in practice reinforces the received students' knowledge and increases their motivation [2].

Practical experience shows that if in the process of learning a language, students understand that they perform tasks related to their future professional activities and they learn with great desire.

Tasks of oriented learning (Task-Based Learning) allow to realize the concept of essential trainings. This concept is based on the following provisions: selection of content learning based on the needs of students, maximum communication in the foreign language classes, the use of authentic texts to work in the classroom, the opportunity for students to focus not only on the language material, but also in the educational process, the connection of classroom work with the use of knowledge outside the classroom.

Typically, business cases begin with a description of the company profile, followed by additional information and presented in the form of tables, charts, etc. Students work with real tasks and have to find a

solution on their own business problem, using the language material previously passed in the business English lessons, and knowledge gained during the study of specialized disciplines [2].

Working on the case, students communicate in small groups, which give the opportunity each student to participate in the discussion and improve their communication skills.

It is important to note that there is a difference between language cases and cases in other disciplines. Case studies on various core subjects usually are voluminous, and their content plays an important role, much attention is paid to the accuracy of the information and details presented in them. Language cases are short, the content is presented quite succinctly because it is only a tool, while language practice remains the main goal. The results of the case study are evaluated mainly in terms of language competences [3].

For the successful implementation of the case method, the teacher should familiarize students with the lexical units and grammatical constructions that students might need to discuss the case. It was also important for the teacher to clearly identify the skills and abilities that would be worked on and to prepare students for work by helping them master the necessary language units. For example, students were required to hold a business meeting, and they had to familiarize themselves with the expressions necessary for both the Chairman of the meeting and its participants, as well as phrases for expressing agreement and disagreement, expressing an opinion, checking understanding, interrupting a conversation, reaching an agreement or compromise, providing recommendations, opening and closing the meeting [4].

Such situational tasks more help students to analyze the various social changes that occur on a daily basis. The teacher in this case acts as an equal partner and reaches a new level of communication with the student [5].

There are the following advantages of using the problem approach in vocational education:

- develops students “individual style of professional activity”;
- carries out synthesis of theoretical and practical skills;
- it is considered an effective means of mastering knowledge on certain objects.

When developing requirements for the use of the case study method in the educational process it is necessary to take into account the following principles:

- the principle of diversity, which will allow the teacher to learn new teaching methods;
- the principle of partnership is fundamental in cooperation with the learner;
- the principle of creativity, which implies the transformation of the case and classes with its application in an individual unique creative product.

It is worth remembering that situational tasks are aimed at identifying and understanding the way of activity. When solving a problem-situation, the teacher and students pursue different goals: for the student – to find a solution that corresponds to this situation; for the teacher – the development of the method of activity by students and awareness of its essence.

The process of solving a situational problem always involves the “exit” of the student beyond the educational process, into the space of social practice. That is, conditions are created for the inclusion of students in active social activities.

The inclusion of students in active activities allows to develop practical competencies-basic skills and readiness for action. When developing a practical lesson in English using case technology, students were offered situational tasks on the topic of marketing. For the lesson to be successful, initially, it was necessary to divide the team into several groups, so that each of them was engaged in the study of a certain situation in the field of marketing and in the end was able to present to the entire audience their thoughts and arguments [6].

When evaluating such classes, the following criteria should be taken into account: completeness of the decision, validity of the answer, description of the sequence of professional actions. The lesson is considered successful if each group was able to answer in accordance with the criteria, to give arguments. When building the educational process in a professional educational institution with the use of case study technology, it should be borne in mind that modern training should be aimed at developing the cognitive potential of the individual, increasing the ability to learn and expand creative opportunities [7].

Thanks to this technology there is a definition of own unique way of development of knowledge and skills which are necessary trained in the future professional formation.

Conclusion. Summarizing, we note that the case study method gives the opportunity to students to realize their potential in different professional fields. Application of case technology contributed to activation and increase of motivation, improvement of analytical and managerial skills, development of critical thinking.

The case method allowed to improve the skills of receptive and productive types of speech activity. The approach developed communication skills and formed a discussion culture of students: expressing agreement and disagreement, checking the correctness of understanding and explanation, discussing advantages and disadvantages, making proposals and reaching an agreement, participating in business meetings, discussing the contract, making a presentation. Students learned to conduct a group dialogue, compare points of view in English, to identify priorities. Working in groups of different formats expanded the General information field, activated vocabulary, developed organizational skills, teamwork and communication with the audience.

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Б.А. Жетписбаева, педагогика ғылымдарының докторы
Инновациялық Еуразия университеті (Павлодар қ., Қазақстан Республикасы)

Ж.А. Есказинова, PhD

Академик Е.А. Бөкетов атындағы Қарағанды мемлекеттік университеті (Қарағанды қ., Қазақстан Республикасы)

E-mail: martbek3@mail.ru

С.Р. Балтабекова, магистрант

Академик Е.А. Бөкетов атындағы Қарағанды мемлекеттік университеті (Қарағанды қ., Қазақстан Республикасы)

E-mail: saya.baltabekova@bk.ru

Ағылшын тілі сабағында кейс әдісін практикалық қолдану мәселесі

Мақалада шет тілі сабағын өткізудің бір түрі ретінде кейстерді қолдану арқылы проблемалық-ситуациялық оқыту қарастырылады. Ағылшын тілі сабағында кейс-әдісті жүзеге асыру ерекшеліктері көрсетілген. Ұсынылған мақалада оқу үрдісінде кейстер әдісін қолдану мен әзірлеуге қойылатын талаптарға талдау жүргізілді. Оқу үрдісінде ситуациялық жағдаяттарды қолдану мысалдары келтірілген.

Түйін сөздер: кейс-стади, кейс технологиясы, практикалық тәжірибе, коммуникациялық дағдылар.

Б.А. Жетписбаева, доктор педагогических наук
Инновационный Евразийский университет (г. Павлодар, Республика Казахстан)

Ж.А. Есказинова, PhD

Карагандинский государственный университет имени академика Е.А. Букетова (г. Караганда, Республика Казахстан)

E-mail: martbek3@mail.ru

С.Р. Балтабекова, магистрант

Карагандинский государственный университет имени академика Е.А. Букетова (г. Караганда, Республика Казахстан)

E-mail: saya.baltabekova@bk.ru

Вопрос о практическом использовании кейс метода на уроках английского языка

В статье рассматривается проблемно-ситуационное обучение с использованием кейсов как одной из форм проведения занятий по иностранному языку. Рассмотрены особенности реализации кейс-метода в учебном процессе на уроках английского языка. Проведен анализ требований к разработке и применению метода кейсов в учебном процессе. Приведены примеры использования ситуационных задач в учебном процессе.

Ключевые слова: кейс-стади, кейс-технологии обучения, практический опыт, коммуникативные навыки.