

Vasylyshyna N. M., Vasylyshyna Y. M.,

National Aviation University, Kyiv

Kyiv state maritime academy named after hetman Petro Konashevych Sahaidachnyi, Kyiv

INNOVATIVE CASE STUDIES METHOD APPLICATION IN THE PROCESS OF FOREIGN LANGUAGE COMMUNICATIVE PREPARATION OF FUTURE INTERNATIONAL ECONOMIC RELATIONS EXPERTS

The article under consideration deals with the problem of forming foreign communicative competence in the future experts of international economic relations by means of case study method. The presented pedagogical research investigates the theoretical information supported by practical examples of case studies for students of economical relations department.

Key words: method, case study, teaching, practice, students, international relations, communication, skills.

Данная статья посвящена проблеме формирования иноязычной коммуникативной компетенции у будущих экспертов международных экономических отношений с помощью метода кейс-стади. Представленное педагогическое исследование раскрывает теоретические сведения совместно с практическими примерами конкретных кейс-стади для студентов факультета экономических отношений.

Ключевые слова: метод, кейс-стади, преподавание, практика, студенты, международные отношения, коммуникация, навыки.

Стаття присвячена проблемі формування іношомовної комунікативної компетенції у майбутніх експертів міжнародних економічних відносин за допомогою методу кейс-стаді. Представлене педагогічне дослідження розкриває теоретичні відомості у поєднанні з практичними прикладами конкретних кейс-стаді для студентів факультету економічних відносин.

Ключові слова: метод, кейс-стаді, викладання, практика, студенти, міжнародні відносини, комунікація, навички.

Problem stating. Taking into consideration contemporary situation of globalization and integration processes, it will be appropriate to emphasize the fact that our modern preparation of future international economic relations experts must be based not only on traditional methods, but on the active communicative methods one of which is case study. Mentioned above teaching approach is going to stimulate future professionals to personal activity in negotiations, contracts and cross-border disputes between international partners.

So, in this article we want to demonstrate a brief picture of case study as an active method in teaching process and represent a practical implementation of it while forming foreign communicative competence of future international economic relations experts on the basis of real case examples in business area.

Problem exploration. To begin with, we are going to present a brief overview of case study phenomenon. Thus, a case study is a holistic inquiry that investigates a contemporary phenomenon within its natural setting. Specifying particular terms in greater detail:

- The **phenomenon** can be many different things: a program, an event, an activity, a problem or an individual [1, p. 287].

- The **natural setting** is the context within which this phenomenon appears. Context is included because contextual conditions are considered highly pertinent to the phenomenon being studied either because many factors in the setting impinge on the phenomenon or because the separation between the phenomenon and the context is not clearly evident.

- The phenomenon and setting are a bound system; that is, there are limits on what is considered relevant or workable. The boundaries are set in terms of time, place, events, and processes [1, p. 285].

- **Holistic inquiry** involves collection of in-depth and detailed data that are rich in content and involve multiple sources of information including direct observation, participant observations, interviews, audio-visual material, documents, reports and physical artifacts. The multiple sources of information provide the wide array of information needed to provide an in-depth picture.

Case studies can deal with either single or multiple cases. There are two types of single case study: the intrinsic and the instrumental. The **intrinsic case study** is done to learn about a unique phenomenon which the study focuses on. The researcher needs to be able to define the uniqueness of this phenomenon which distinguishes it from all others; possibly based on a collection of features or the sequence of events. The **instrumental case study** is done to provide a general understanding of a phenomenon using a particular case. The case chosen can be a typical case although an unusual case may help illustrate matters overlooked in a typical case because they are subtler there. Thus a good instrumental case does not depend on the researcher being able to defend its typicality though the researcher needs to provide a rationale for using a particular case [2, p. 284].

The **collective case study** is done to provide a general understanding using a number of instrumental case studies that either occur on the same site or come from multiple sites. Yin has described these as analytical generalizations as opposed to statistical generalizations. When multiple cases are used, a typical format is to provide detailed description of each case and then present the themes within the case (within case analysis) followed by thematic analysis across cases (cross-case analysis). In the final interpretative phase, the researcher reports the lessons learned from the analysis. When using multiple cases, the question of how many arises. Too few and generalization is impossible; too many and depth of understanding difficult to achieve. Again the researcher needs to provide a rationale for the cases used [2, p. 285].

Whether the study performed is a single case study or a collective case study depends on the type of case that is most promising and useful for the purpose of the research.

Having demonstrated the theoretical description of case study, we are going to show how this active communicative method can be realized in teaching process, especially we are interested in future economic relations experts preparation.

Let's analyze the following samples. So, while covering the topic «Launching» during business course studying, the following cases will be a useful tool in shaping communicative competence of future international economic relations foreign language preparation.

Case 1

Client: Provincial Health Research Organization. Topic: Business Planning.

Situation

Our client was:

A provincial Ministry that was acting as a catalyst in the formation of an organization designed to facilitate translational health research. The organization required a full description of its mandate and its operational requirements to facilitate the launch of the organization. A full requirements definition was needed as a basis for bringing on a Board, senior management and needed staff

Challenges

The challenges facing us were in:

- Dealing with the complexities of multi-stakeholder requirements;
- Developing a private-public sector collaboration model that would meet all needs and value systems;
- Developing a business model that would allow for a self-sustaining organization within a foreseeable time period;
- Developing concrete operational parameters from original concepts.

Actions

The actions we took to address these challenges were:

- Worked with senior clinical, legal and management staff in defining requirements;
- Collected available background information and data;
- Worked with senior staff and management in developing a business model and operational requirements;
- Prepared business requirements plan and documentation material for presentation to relevant stakeholders.

Results

Our actions resulted in:

- A plan to address operational requirements;
- The successful launch of the organization;
- Ongoing success of the organization in delivering on its mandate [3, p. 31].

Case 2

Client: High-tech Company. Topic: Business Planning.

Situation

Our client was:

- An up-and-coming high tech, financial business;
- Possessing a viable business concept with aspirations of increased growth;
- Aiming to acquire the necessary venture capital to increase the size of the business.

Challenges

The challenges facing us were in:

- Helping the client attain the necessary capital in a given time frame;
- Ensuring the client's business plan was both feasible and designed for growth potential.

Actions

The actions we took to address these challenges were:

- Conducted a full review of the business to find any possible weaknesses;
- Assessed the needs of the business through an analysis of the management, technology, and financial areas of the organization;
- Identified the key areas holding the most promise for growth;
- Developed projections of potential growth;
- Assisted the organization in developing a detailed business plan and presentation in order to obtain venture capital.

Results

Our actions resulted in:

- The development of strategic alliances for the client;
- Serious negotiations with potential investors for venture capital;
- An effective business planning package that covered all of the necessary areas;
- A sound business that avoided major pitfalls and is now running smoothly [3, p. 29].

Case 3

Client: Manufacturing Enterprise. Topic: Rapid Growth

Situation

Our client was:

- A company involved in equipment sales and manufacturing;
- Aspiring for increased growth and expansion;
- presenting their ideas in a professional manner to possible investors.

Challenge

The challenges facing us were in:

- Helping to build both the company and the customer base for the client;
- Helping the client attain the capital investment required for growth;
- Developing the client's business plan for feasibility and growth potential;

– Providing services to the client at their desired price level.

Actions

The actions we took to address the challenges were:

- Assessed the company in its current state and identified areas ripe for growth and expansion;
- Identified the technical, financial and management needs for the growth to occur;
- Assisted the client in putting together a sound business plan in a timely manner and at an appropriate price.

Results

Our actions resulted in:

- Opportunities for expansion and growth for the client;
- An above-average business plan at a price perfect for the client;
- The client gaining a strategic advantage over their competitors [3, p. 27].

Conclusion. Thus, taking into consideration theoretical and practical description of case study method, we can make a conclusion that this way of teaching mostly has only positive sides in communicative preparation of future economic relations experts. Compared to other methods, the strength of the case study method is its ability to examine, in-depth, a «case» within its «real-life» context.

Moreover, full appreciation of the case method comes with recognition that it fits within the traditions of qualitative research. The qualitative approach to research has features that differentiate it from the quantitative research commonly performed by future international economic relations experts. In qualitative research the researcher is actively involved in understanding the situation and, in describing this understanding, creates knowledge. On recognizing these differences, one can appreciate that the qualitative research is as scholarly demanding as quantitative research. The benefit of using qualitative research is that it is better equipped than is quantitative research to tackle certain problems.

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