

**Tetyana Sazikina**

PhD, ORIPA, Ass. Professor, Chair of Ukrainian and Foreign Languages

**Igor Petrov**

senior teacher, ORIPA, Chair of Ukrainian and Foreign Languages

## CASE STUDIES METHOD AS AN INNOVATIVE MEANS OF TEACHING THE ENGLISH LANGUAGE AT HIGHER SCHOOL

**Topicality of the problem.** Case studies have long been used in business schools, law schools, medical schools and the social sciences, but they can be used in any discipline when instructors want students to explore how what they have learned applies to real world situations. Cases come in many formats. The most topical problem of modern methods of foreign languages teaching is directing the process of training to the active creative intellectual work of the students in the context of developing their analytical constructive skills, formation of their methodical competence, which is possible due to the situational or Case method.

**Analysis of the theoretical and pedagogical-practical works** by Y. P. Surmin, D. L. Rogers, D. Brown, J. C. Richards, Thomas S. C. Farrell, R. Benbunan-Fich, S. R. Hiltz, N. V. Akinfieva, O. V. Bobienko and others, are dedicated to the problem of the Case studies method implementation in the process of teaching higher school students. There is described the origin of the Case method as it appeared in business and economics training. At present, there are numerous controversies between the necessity of implementation of innovative methods of training and the absence of elaborations concerning the Case studies method.

The above described controversies make it possible to formulate and frame out the context of the part of problem under analysis, namely the necessity of theoretical grounding and practical integration of the Case studies method into the training process of building up the methodological competence of English language teachers and gaining practical skills by their students. There should be studied the hypothesis that the process of formation of the methodological competence of English language teachers and, correspondingly, acquisition of the practical skills by the students will be more efficient provided the Case studies method is integrated and directed to the development of the analytical-constructive and organizational skills and abilities.

The aim of the present work is to find the most effective directions and means of building up the problematic active basis of teaching in the implementation of the Case-studies method. The aim can be achieved due to the following factors: developing students' skills in determining objectives, independent working out the ways for the solution of the necessary tasks; activating and intensifying intellectual activities in the process of solution of the problem, etc.

**Rendering the contents of the material.** Teaching a foreign language, teachers should bear in mind that many students are more inductive than deductive reasoners, which means that they learn better from examples than from logical development starting with basic principles. The use of case studies can therefore be a very effective classroom technique. Whether to use a simple scenario-type case or a complex detailed one depends on your course objectives. Most case assignments require students to answer an open-ended question or develop a solution to an open-ended problem with multiple potential solutions. Requirements can range from a one-paragraph answer to a fully developed group action plan, proposal or decision.

Case assignments can be done individually or in teams so that the students can brainstorm solutions and share the work load. A major advantage of teaching with case studies is that the students are actively engaged in figuring out the principles by abstracting from the examples.

**Conclusions.** Analysis of theoretical sources and pedagogical practices in teaching the English language makes it possible to determine the direction for investigation of the most efficient approaches and ways of solving the problem of development of the problematic active basis of teaching in the context of the Case method implementation, namely: the necessity of development of the students' abilities to formulating an objective, their own abilities to cope with the process of working out professional tasks, etc.

**Keywords:** the English language, higher school, innovation training methods, Case studies method, problematic active grounds of training.

**Тетяна Сазикіна**

доцент кафедри української та іноземних мов  
ОРІДУ НАДУ при Президентіві України, к.філол.н.

**Ігор Петров**

старший викладач кафедри української та іноземних мов  
ОРІДУ НАДУ при Президентіві України

## МЕТОД КЕЙС СТАДІЗ ЯК ІННОВАЦІЙНИЙ СПОСІБ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ У ВИЩІЙ ШКОЛІ

Метод кейс стадіз вже протягом доволі довгого часу використовується при навчанні менеджерів, юристів, медиків та у сфері соціальних наук, але його можна вживати у будь-якій дисципліні, якщо викладач ставить на меті визначити, наскільки студенти використовують пройдений матеріал у реальних ситуаціях. Кейси можуть мати

різні формати. Аналіз теоретичних джерел та педагогічної практики дозволяє визначити напрям пошуку найбільш продуктивних підходів та способів вирішення питання розвитку проблемно-дієвої основи навчання англійській мові в контексті впровадження кейс-методу, а саме: необхідність розвитку у студентів здатності до ставлення мети, самостійного проходження процесу розробки вирішення професійних задач; активізація та інтенсифікація інтелектуальної діяльності студента разом з викладачем; спрямованість цілісного навчального процесу на організацію інтенсивного мислення студентів; ефективна реалізація процесу формування творчих здібностей студентів шляхом розвитку їх аналітико-конструктивних вмінь.

**Ключові слова:** англійська мова, вища школа, інноваційні методи навчання, метод кейс стадиз, проблемно-дієва основа навчання.

**Татьяна Сазыкина, Игорь Петров**

## МЕТОД КЕЙС СТАДИЗ КАК ИННОВАЦИОННОЕ СРЕДСТВО ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В ВЫСШЕЙ ШКОЛЕ

Метод кейс стадиз уже довольно долгое время используется при обучении бизнесу, менеджменту, юриспруденции, медицине и социальным наукам, но его можно использовать в любой дисциплине, если преподаватель ставит задачу определить, насколько студенты используют изученный материал в реальных ситуациях. Кейсы могут быть любых форматов. Анализ теоретических источников и педагогической практики позволяет определить направление поиска наиболее продуктивных подходов и способов решения вопроса развития проблемно-деятельностной основы обучения английскому языку в контексте внедрения кейс-метода, а именно: необходимость развития у студентов способности к целеполаганию, самостоятельному прохождению процесса выработки решения профессиональных задач; активизация и интенсификация интеллектуальной деятельности обучающегося совместно с обучающим; направленность целостного учебного процесса на организацию интенсивного мышления обучаемых; эффективная реализация процесса формирования творческих способностей обучаемых посредством развития их аналітико-конструктивных умений.

**Ключевые слова:** английский язык, высшая школа, инновационные методы обучения, метод кейс стадиз, проблемно-деятельностная основа обучения.

Постановка проблеми

✦ The most topical problem of modern methods of foreign languages teaching is directing the process of training to the active creative intellectual work of the students in the context of developing their analytical constructive skills, formation of their methodical competence, which is possible due to the situational or Case method. Many researchers- methodologists define the Case method as an innovation method of training students in higher educational establishments, which comprises all specific features of the subject "Foreign Language" and forms the necessary knowledge, skills and activities. The Case method is directed to the solution of a definite specific problem, but this problem is not presented ready-made, but it is formulated by the teacher depending on the real training situation. The current problem is defined during the teaching process of a special aspect of a foreign language (grammar, lexical or communication) training process.

method in teaching English; 2) absence of theoretical grounding and description of the process of building-up a training methodical case with the necessary element such as algorithm, integrating the context of this process and its psychological and pedagogical aspect.

✦ The above described controversies make it possible to formulate and frame out the context of the part of problem under analysis, namely the necessity of theoretical grounding and practical integration of the Case studies method into the training process of building up the methodological competence of English language teachers and gaining practical skills by their students. There should be studied the hypothesis that the process of formation of the methodological competence of English language teachers and, correspondingly, acquisition of the practical skills by the students will be more efficient provided the Case studies method is integrated and directed to the development of the analytical-constructive and organizational skills and abilities.

There should be systematized the main devices of training activities when the students work step-by-step. Programs for coping with such activities with concrete methods and ways of work together with the store of additional special materials are expected to be elaborated. Informational basis of problem situations for teaching English is to be created as the ground for training-methodological Cases. The most productive types of training-methodological Cases need to be described and introduced into the training practice.

✦ The aim of the present work in order to solve the problem. It is to find the most effective directions and means of building up the problematic active basis of teaching in the implementation of the Case-studies method. The aim can be achieved due to the following factors: developing students' skills in

Аналіз останніх досліджень і публікацій

✦ Analysis of the theoretical and pedagogical-practical works by Y.P. Surmin [1], D.L. Rogers [2], D. Brown [3], J.C. Richards, Thomas S.C. Farrell [4], R. Benbunan-Fich, S. R. Hiltz [5], N.V. Akinfiyeva [6], O.V. Bobienko [7] and others, are dedicated to the problem of the Case studies method implementation in the process of teaching higher school students. There is described the origin of the Case method as it appeared in business and economics training. Later on it was modified for humanitarian training, though many elements of the Case studies had been used in language teaching as situational exercises. At present, there are numerous controversies between the necessity of implementation of innovative methods of training and the absence of elaborations concerning the Case studies method. Some of them are as follows: 1) lack of theoretical works concerning the use of the Case studies

Виділення невирішених раніше частин загальної проблеми

Мета

determining objectives, independent working out the ways for the solution of the necessary tasks; activating and intensifying intellectual activities in the process of solution of the problem; determining the direction of the whole training process to the intensive organization of the students' thinking process; efficient realization of the students' creative activities formation process by means of developing their analytical constructive abilities.

The following problems are expected to be solved: 1) to present the systematized description of the Case studies method in teaching English; 2) to give systematized methods contents for developing the students' skills in learning English; 3) analyze innovative teaching methods in connection with the Case studies and find out their common features and differences.

→ the contents of the material. Teaching a foreign language, teachers should bear in mind that many students are more inductive than deductive reasoners, which means that they learn better from examples than from logical development starting with basic principles. The use of case studies can therefore be a very effective classroom technique. Whether to use a simple scenario-type case or a complex detailed one depends on your course objectives.

Most case assignments require students to answer an open-ended question or develop a solution to an open-ended problem with multiple potential solutions. Requirements can range from a one-paragraph answer to a fully developed group action plan, proposal or decision. Most standard cases have these common elements:

- A decision-maker who is grappling with some question or problem that needs to be solved.
- A description of the problem's context (a law, an industry, a family).
- Supporting data, which can range from data tables to links to URLs, quoted statements or testimony, supporting documents, images, video, or audio [9].

Case assignments can be done individually or in teams so that the students can brainstorm solutions and share the work load. A major advantage of teaching with case studies is that the students are actively engaged in figuring out the principles by abstracting from the examples. This develops their skills in: 1) Problem solving; 2) Analytical tools, quantitative and/or qualitative, depending on the case; 3) Decision making in complex situations; 4) Coping with ambiguities.

In the most straightforward application, the presentation of the case study in class establishes a framework for analysis. It is helpful if the statement of the case provides enough information for the students to figure out solutions and then to identify how to apply those solutions in other similar situations. Instructors may choose to use several cases so that students can identify both the similarities and differences among the cases. An innovative approach to case analysis might be to have students role-play the part of the people involved in the case. This not only actively engages students, but forces them to really understand the perspectives of the case characters. Videos or even field trips showing the venue in which the case is situated can help students to visualize the situation that they need to analyze.

→ Conclusions. Case studies can be especially effective if they are paired with a reading assignment that introduces or explains a concept or analytical method

that applies to the case. The amount of emphasis placed on the use of the reading during the case discussion depends on the complexity of the concept or method. If it is straightforward, the focus of the discussion can be placed on the use of the analytical results. If the method is more complex, the instructor may need to walk students through its application and the interpretation of the results. In order to start the discussion in class, the instructor can start with an easy, noncontroversial question that all the students should be able to answer readily. However, some of the best case discussions start by forcing the students to take a stand. Some instructors will ask a student to do a formal "open" of the case, outlining his or her entire analysis. Others may choose to guide discussion with questions that move students from problem identification to solutions. A skilled instructor steers questions and discussion to keep the class on track and moving at a reasonable pace.

In order to motivate the students to complete the assignment before class as well as to stimulate attentiveness during the class, the instructor should grade the participation—quantity and especially quality—during the discussion of the case. This might be a simple check, check-plus, check-minus or zero. The instructor should involve as many students as possible. In order to engage all the students, the instructor can divide them into groups, give each group several minutes to discuss how to answer a question related to the case, and then ask a randomly selected person in each group to present the group's answer and reasoning.

Analysis of theoretical sources and pedagogical practices in teaching the English language makes it possible to determine the direction for investigation of the most efficient approaches and ways of solving the problem of development of the problematic active basis of teaching in the context of the Case method implementation, namely: the necessity of development of the students' abilities to formulating an objective, their own abilities to cope with the process of working out professional tasks; activation and intensification of intellectual activities both of the teachers and students; direction of the intact training process to the intensive thinking of the students; efficient realization of the students' creative activities formation process by means of development of their analytical constructive skills.

## References.

1. Сурмин Ю. П. Ситуационный анализ, или Анатомия Кейс-метода. – Киев: Центр инноваций и развития, 2002. – 286 с.
2. Rogers D. L. A Paradigm Shift: Technology Integration for Higher Education in the New Millennium / D. L. Rogers // Educational Technology Review. – Spring/Summer, 2000, № 13. – Pp. 19–33.
3. Brown D. Teaching by Principles: an Interactive Approach to Language Pedagogy. – 2nd edition / D. Brown. – Addison Wesley; Longman, 2001. – 480 p.
4. Richards J.C., Farrell Thomas S.C. Professional Development for Language Teachers (Strategies for Teacher Learning) / J.C. Richards, Thomas S.C. Farrell. – Cambridge University Press, 2005. – 202 p.
5. Benbunan-Fich R., Hiltz S. R. Educational Applications of CMCS: Solving Case Studies through Asynchronous Learning Networks / R. Benbunan-Fich, S.

R. Hiltz. – JCMC, 1999 – 4 (3) March 1999. – [Electronic resource] – Access mode: <http://www.ascisc.org/jcmc/vol4/issue3/index.html>.

6. Акинфиева Н. В. Стратегические образовательные технологии: сущность, отличительные признаки / Н. В. Акинфиева. – [Электронный ресурс] – Режим доступа: <http://www.ipk.admin.tsu.ru/resurs/katalogs/2002/kat>.

7. Бобиенко О. М. Теоретические подходы к проблеме ключевых компетенций / О. М. Бобиенко. – [Электронный ресурс] – Вестник ТИСБИ. – 2003. – Режим доступа: <http://www.tisbi.ru/science/vestnik/2003/issue2/cult3.php>.

8. Зимняя И. А. Ключевые компетенции: новая парадигма результата современного образования / И. А. Зимняя // Интернет-журнал «Эйдос». – [Электронный ресурс] – 2006, 5 мая. – Режим доступа к изд.: <http://www.eidos.ru/journal/2006/0505.htm>.

9. Сайт – Электронный ресурс – Режим доступа: <http://www.bu.edu/ceit/teaching-resources/using-case-studies-to-teach/>.