INNOVATIVE APPROACHES IN THE TECHNIQUE OF TEACHING FOREIGN LANGUAGES

Annotation: This paper discusses one of the creative approaches to teaching foreign Languages for Special Purposes (LSP), the so-called case - study method. The main point of this method is an independent foreign language activity of trainees arranged in artificially created professional environment. Case studies are extremely rich in content and can provide the learner with the potential to consolidate already acquired knowledge and train specific language and managerial skills.

Keywords: methods of teaching foreign languages, case-method, case-study.

The transition to a multilevel system of training at the present stage dictates the need to change approaches to the content of the educational process, to create new forms of its methodological support, as well as to realize the role of the teacher in the innovative paradigm of person-oriented, creative learning.

The variety of methods and methods of mastering a foreign language in a higher educational institution leads to the need for a rational choice of one of them or an optimal combination of complementary methods and technologies, which implies the need to generalize knowledge about the methods and techniques of organizing communication in another language. At present, intensive instruction in foreign languages is realized in various developing, newly created and operating methodological systems. This is due to the variety of specific objectives for teaching a foreign language to a different contingent of trainees, as well as the variety of learning conditions.
Linguistic and sociocultural approach is inherent in almost all foreign language schools. A communicative approach is guided by the British and American language schools Bell International, OISE, St. Petersburg. Giles International, Rennert Bilingual, NESE. An intensive method is designed for business people who, in a short time, are expected to acquire specific language skills. Often an intensive course is enough to use the language in a professional field: in business correspondence, during presentations and telephone conversations, drafting commercial proposals. The "direct" method is known as the Berlitz method, the basic principle is to completely exclude the student's native language from the learning process, the goal is to teach the student to think in a foreign language. Business (activity) approach involves learning a foreign language in conjunction with the practice of communication in the professional field. This opportunity is provided by the language schools in New York, London, San Francisco, Toronto and other world business centers.

Formation of a certain level of foreign professional communicative competence is an actual and effective basis for further vocational-oriented communication of university graduates that are foreign-language. However, it must be borne in mind that when teaching a professional foreign language, the various functions of speech and the ways of using it can not have equal value. Along with the instrumental (simple transfer of information), regulative (regulating activities), personal-emotional and artistic (role-playing imagery of speech), heuristic (expression of one's understanding), social (communication outside its narrow circle) and information-scientific, analytical, reference.

Case method, which has gained a leading position in the modern practice of studying abroad, developing the mastery of these speech functions, makes it possible to master the knowledge of the specialty in a foreign language, to raise the level of its professional competence and self-esteem. At the same time, the learning goals defined earlier in the methodology: communicative setting, language goal, mental and educational goals, etc., remain as relevant. The leading
role in the theoretical development of the method and its practical application belongs to P. Duff, C. Faltis J. Heap [1; 2; 3].

In the Russian educational practice only in the 90-ies. XX century, when there was a rapid update of the content of all disciplines, favorable prerequisites for the use of interactive teaching methods in general and the case method in particular were created. Among the theoreticians and practitioners, we should mention domestic specialists G. Bagiyev, G. Konishchenko, V. Naumov, A. Sidorenko, Yu. Surmin, P. Sheremnet. In the method of A.R. In the experimental training, the role of active methods (didactic and business games, study sessions and heuristic conversations, research seminars, training conferences, poster presentations, analytical commenting on books and articles) aimed at training students was significantly strengthened in experimental instruction "[4, p. 17].

"Case method" (English case method, case method, case study, case study, method of concrete situations) is a training technique that uses the description of real (economic, social and business) situations.

M. Dolgorukov refers the method of "case study" to "advanced" active teaching methods [5]. An increase in the student's "luggage" of analyzed cases increases the likelihood of using a ready-made solution scheme to the current situation, forms the skills for solving more serious problems. Situational learning teaches the search and use of knowledge in a dynamic situation, developing flexibility of thinking.

E.N. Zakharova believes that "competence-oriented vocational education is aimed at mastering activities that provide readiness for solving problems and tasks based on knowledge, professional and life experience, values, other internal and external resources" [6, p. 33].

The application of the case method in English classes in a professional environment pursues two mutually complementary goals, namely: further improvement of communicative competence (linguistic and sociocultural) and the formation of trainees' professional qualities. Acquaintance with the case (reading professionally directed text in which the problem is formulated in the specialty, in
the original or with small abbreviations and minor adaptation, and the subsequent translation), independent search for the solution (internal monologic speech in English), the process of analyzing the situation during the lesson monological and dialogical speech, prepared and spontaneous, also in English) are all examples of communicative tasks.

Auditor communication related to work on the case, which is inherent in the dispute, discussion, argumentation, description, comparison, conviction and other speech acts, trains the skill of working out the correct strategy of speech behavior, observance of norms and rules of English-speaking communication. Comments of students on the content of the case are assessed by the teacher in the following skills: analytical, managerial, decision-making skills, interpersonal communication skills, creativity, oral and written communication skills in English (lexico-grammatical aspect). Therefore, the case method includes at the same time a special kind of educational material and special ways of its use in the teaching practice of the English language.

According to the results of our applied research, it was established that the case method can be used as extremely effective for achieving the goals of teaching a professional foreign language and intercultural adaptation. However, the application of this method in the teaching of a foreign language should be methodologically justified and ensured. This is necessary both at the level of the organization of the educational process in the educational program in general, and at the level of planning by a separate teacher. The disadvantages of using this method of organizing training can be attributed to the fact that it is difficult to guarantee the independence of performing all tasks in the case of individual students.

Case method in foreign language classes is recommended to apply in groups that have a certain stock of knowledge in the specialty and a sufficient level of knowledge of a foreign language. In addition, being a complex and effective method of teaching, the case method is not universal and effective only in combination with other methods of teaching foreign languages, because by itself
does not lay the mandatory normative knowledge of the language. Nevertheless, the use of the case method in the study of a foreign language increases the level of knowledge of a foreign language as a whole.

The method develops creative thinking; develops presentation skills; develops the ability to lead a discussion, to argue the answers; improves the skills of professional reading in a foreign language and information processing; teaches to work in a team and develop a collective decision. In the conditions of interactive learning, the students feel a stronger sense of personal involvement in the educational process and the responsibility for their own educational results is formed. Discussion, analysis of real situations, brainstorming, business game, project assignment lead to the creation of a favorable psychological atmosphere in the classroom, to enhance the speech and intellectual activity of the trainees, increase their sense of self-confidence and create a semantic context of communications.

The pedagogical potential of the case method is much greater than the pedagogical potential of traditional teaching methods. The case method is an extremely effective tool that allows applying theoretical knowledge to solving practical problems. The problem of introducing the case method into the practice of higher professional education is currently very relevant, which is due to the general orientation of the development of education, not so much toward obtaining specific knowledge, but rather as developing professional competence, skills and thinking skills, developing personality abilities.

References:


