

годно присуждаемой сетевым работам, созданным в национальном сегменте глобальной сети Интернет, за весомые социокультурные, технологические и художественные достижения в области информации, культуры, искусства и образования. Жюри по достоинству оценило содержание, структуру, навигационные функции, визуальное оформление, функциональность и интерактивность сайта. Разработчики сайта – студент ЭФ Вадим Адамцевич и администраторы – сделали все возможное для наполнения сайта, удобства навигации и поиска интересующей информации. Второй Диплом авторы получили за разработку и продвижение сайта.

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## **ИСПОЛЬЗОВАНИЕ МЕТОДА КЕЙСОВ В ОБУЧЕНИИ ДЕЛОВОМУ АНГЛИЙСКОМУ ЯЗЫКУ**

### **CASE-STUDY METHOD IN TEACHING BUSINESS ENGLISH**

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*The article deals with the problem of practical application of the case-study method in teaching Business English. Different aspects of the method are revealed.*

The apparent increase in the role of communicative competence in the modern society, the expansion of international cooperation, the need to establish new business contacts have enhanced the importance of foreign language training in the system of higher education. Today experts with a high level of theoretical training and practical skills are in great demand. These skills should be sufficient for professional work in their field.

Modern education is focused on the development of the cognitive capacity of the individual, their ability to learn and master their knowledge, creativity of the individual. In these conditions it is necessary to find the most effective ways to improve the curriculum, identify new teaching methods and technologies which will enable the teacher to achieve this goal in the most efficient way. One of these methods is the case-study method.

Analysis of the specific training situations (case study method) is a method designed to improve the skills and gain experience in the following areas: identification, selection, and problem solving work with information; analysis and synthesis of information and arguments; work with the assumptions and conclusions; evaluation of the alternatives, decision making, listening and understanding of other people; these are the skills of group work [1].

The case-study method or specific situations is a method of active problem-situation analysis based on learning by addressing specific problems – situations [2].

The method of case studies refers to the non-gaming simulation active training. The immediate objective of the case-study method consists in the following: a group of students work together to analyze the situation – a case, which occurs in a particular situation, and work out a practical solution, the end of the process is evaluation of the proposed algorithms and the selection of the best one in the context of a given problem.

Case-studies are training situations specially developed on the basis of factual data

for subsequent analysis in the classroom. In the case study students learn to work in «a team», to analyze and to make management decisions.

A case is a complex phenomenon and it should contain the most realistic picture and the specific facts and have a stable set of characteristics. Each case should include the following aspects: the problem, roles, events, and activity, temporal, and spatial.

The students' task is to understand the proposed situation. The description of the proposed situation reflects not only the practical problem, but also the updated previously digested complex knowledge. It articulates and characterizes the problem and develops an algorithm of activity that leads to the problem solution.

There is a wide range of educational challenges and opportunities of the case-study method:

- acquisition of new knowledge and development of general ideas;
- development of students' self-critical and strategic thinking, the ability to listen to and consider the alternative views, express and prove their points of view;
- development of the skills which are necessary for the analysis of complex and unstructured problems;
- development of decision-making abilities, the ability to communicate;
- skills development activities and their implementation;
- development of the ability to work in a team;
- development of the ability to find the most efficient solution to the problem [1].

The method of case-study is a tool to apply the theoretical knowledge to solve practical problems. The method facilitates students' critical and creative thinking, the ability to consider an alternative point of view to express their arguments. With the help of this method, students have the opportunity to demonstrate and improve the analytical and evaluative skills, and learn to work as a team to find the most efficient solution to the problem.

Being an interactive teaching method, the case-study method is gaining students' positive attitude, ensuring the development of theoretical and practical use of the material, it effects the professionalization of students, promotes their maturation, generates interest and positive motivation towards learning. Simultaneously, the case-study method serves as a teacher's way of thinking, their particular paradigm, which helps to think and work in a different way, update their creativity.

The case-study method is most widely used in teaching economics, management science, and business abroad. The case-study method is considered to be one of the «advanced» active teaching methods.

So, the case-study method facilitates the development of the ability to analyze a business situation, evaluate the alternatives, and choose the best option to make a plan for its implementation. If this method is applied repeatedly, students develop stable skills to solve practical business problems.

In conclusion, it should be noted that the use of case studies should be methodical, informational, organizational and pedagogically substantiated and secure. Undoubtedly, the function field of cases provides a lot of possibilities and complements the traditional classical methods of teaching English.

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