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МОДЕРНИЗАЦИЯ ЯЗЫКА И ЕЕ ОТРАЖЕНИЕ В ЛЕКСИКОГРАФИЧЕСКИХ ИСТОЧНИКАХ

INTERACTIVE TEACHING METHODS OF FOREIGN LANGUAGES IN A HIGH SCHOOL: THE CASE STUDY METHOD

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Interactive method of teaching foreign languages is one of the most effective ways to use on English lessons in technical universities. In this paper we discuss the case study, one of the interactive methods. This method provides the use of case study problem based on teaching a foreign language by resolving particular tasks, so-called cases. Case study method develops various skills of the students such as communicative skills, personal enrichment, general scholastic skills, self-sufficiency, search activity, and aesthetic outlook development. It also increases their competency level. One of the main issues of teaching English students of technical specialties is the choice of language material and the method of teaching. Teaching methods should encourage general scholastic skills development, as well interest toward the subject and research materials. Interactive method could be considered as one of the above mentioned.

Nowadays English language plays various significant roles in the modern era of globalization. Regardless of how one views English as a second language, globally, a lot of people are interested in acquiring English proficiency. One option for teaching English as a foreign language in technical university is using case study method. Unlike traditional lecture-based teaching where student participation in the classroom is minimal, the case study method is an active learning method, which requires participation and involvement from the student in the classroom. For students who have been exposed only to the traditional teaching methods, this calls for a major change in their approach to learning [1, 25].

In recent years, the market of educational technologies becomes full of offers of the most diverse methods of learning English. The question "What is the method you teach?" becomes more and more important, which indicates an increase of consumption culture of knowledge products. One of these methods is a case study. There are a number of definitions for the term 'case study'. As many other researchers we define 'case study' as student-centered activities based on description of an actual situation, commonly involving a decision, a challenge, an opportunity, a problem or an issue faced by a person or persons in an organization [2, 31].

The case study includes an event or an issue that presents a certain problem. The learners are then asked to detect the problem or dilemma, identify where the problem began, provide details, explain the problem, and find solutions. The case study method encourages learners to think critically and creatively, and they are prepared for real life situations that can happen anywhere at any time, especially in the workplace. Case studies are stories. They present realistic, complex, and contextually rich situations, and often involve a dilemma, conflict, or problem that one or more of the characters in the case must negotiate. A good case study, according to Professor Paul Lawrence is: "the vehicle by which a chunk of reality is brought into the classroom to be worked over by the class and the instructor. A good case keeps the class discussion grounded upon some of the stubborn facts that must be faced in real life situations." Although they have been used most extensively in the teaching of medicine, law and business, case studies can be an effective teaching tool in any number of disciplines. As an instructional strategy, case studies have a number of virtues. They "bridge the gap between theory and practice and between the academy and the workplace". They also give students practice identifying the parameters of a problem, recognizing and articulating positions, evaluating courses of action, and arguing different points of view.

Case studies vary in length and detail, and can be used in a number of ways, depending on the case itself and on the instructor's goals [4, 18].

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- They can be short (a few paragraphs) or long (e.g. 20+ pages).
- They can be used in lecture-based or discussion-based classes.
- They can be real, with all the detail drawn from actual people and circumstances, or simply realistic.
- They can provide all the relevant data students need to discuss and resolve the central issue, or only some of it, requiring students to identify, and possibly fill in (via outside research), the missing information.
- They can require students to examine multiple aspects of a problem, or just a circumscribed piece.
- They can require students to propose a solution for the case or simply to identify the parameters of the problem.

How you use case studies will depend on the goals, as well as on the format of the course. If it is a large lecture course, for example, you might use the case study to illustrate and enrich the lecture material. For example, an instructor lecturing on principles of marketing might use the case of a particular company or product to explore marketing issues and dilemmas in a real-life context. Also in a large class you might consider breaking the class into small groups or pairs to discuss a relevant case. If your class is a smaller, discussion-format course, you will be able to use more detailed and complex cases, to explore the perspectives introduced in the case in greater depth, and perhaps integrate other instructional strategies, such as role playing or debate. Regardless of the format in which you employ case studies, it is important that you, as the instructor, know all the issues involved in the case, prepare questions and prompts in advance, and anticipate where students might run into problems. Finally, consider who your students are and how you might productively draw on their backgrounds, experiences, personalities, etc., to enhance the discussion. While there are many variations in how case studies can be used, these six steps provide a general framework for how to lead a case-based discussion:

- Give students ample time to read and think about the case. If the case is long, assign it as homework with a set of questions for students to consider (e.g., What is the nature of the problem the central character is facing? What are some possible courses of action? What are the potential obstacles?)
- Introduce the case briefly and provide some guidelines for how to approach it. Clarify how you want students to think about the case (e.g., "Approach this case as if you were the presiding judge" or "You are a consultant hired by this company. What would you recommend?"). Break down the steps you want students to take in analyzing the case (e.g., "First, identify the constraints each character in the case was operating under and the opportunities s/he had. Second, evaluate the decisions each character made and their implications. Finally, explain what you would have done differently and why."). If you would like students to disregard or focus on certain information, specify that as well (e.g., "I want you to ignore the political affiliation of the characters described and simply distinguish their positions on stem-cell research as they are articulated here.")
- Create groups and monitor them to make sure everyone is involved. Breaking the full class into smaller groups gives individual students more opportunities for participation and interaction. However, small groups can drift off track if you do not provide structure. Thus, it is a good idea to make the task of the group very concrete and clear (e.g., "You are to identify three potential courses of action and outline the pros and cons of each from a public relations standpoint"). You may also want to designate roles within each group: for example, one individual might be charged with keeping the others on task and watching the time; a second individual's role might be to question the assumptions or interpretations of the group and probe for deeper analysis; a third individual's role might be to record the group's thoughts and report their decision to the class. Alternatively, group members could be assigned broad perspectives (e.g., liberal, conservative, libertarian) to represent, or asked to speak for the various "stake-holders" in the case study.

team-working skills in the language learner; get participants thinking and brainstorming; connect and practice theory; allow students' naive questions to precipitate profound change in approach; teach students that there may not be one 'right' answer, after all; encourage attention to and self-consciousness about assumptions and conceptions; reflect the contextual, situated, complex nature or knowledge; build partnership or collegiality among learners and teacher [3, 27].

Making *oral presentations* is one of the important components of a foreign language course as it develops students' oral presentation and public speaking skills. Asking students to give presentations gives the following benefits. It gives the presenting student a good opportunity to practice unaided speaking. Also it provides the other students good listening practice. It increases the presenting student's confidence when using a foreign language. Also it can be a good diagnostic and assessment device, good practice for the real situation when students may actually need to give presentations in a foreign language in their professional lives. In addition, it is an excellent generator of spontaneous discussion and/or essay topics.

Students of a technical university will need the skills of presenting information and conducting briefings in their future work. Therefore, they should be taught to give instructive and demonstration speeches, and presentations followed by discussions. Besides these are the basic types of presentations to teach to non-linguistic students, since they are simple and their more immediate structures lend themselves for use even to the students with the language knowledge of pre-intermediate or intermediate levels.

The presentation task usually follows the tasks on conducting research and writing essays, but sometimes it needs an independent research to be done. In accordance with the problem-solving approach tasks on designing presentations require student's independence and responsibility. However, the teacher should assist students in going over the stages of preparation for the presentation, working on its different parts; discuss possible problems with delivery and evaluation of presentations. After all students have to present collected information alive, in front of their peers being ready to give additional comments and answer questions. Using the visual presentation as a support, students talk on professional, specified topics providing the listeners with greater knowledge and clearer understanding. This can not only increase the student's awareness of public speaking in a foreign language, but also invite other students to provide feedback, thus promoting communication. The presentations can last for 4-5 minutes but in some of the more advanced groups the students themselves vote on a 12-15 minutes limit. [5, 109]

In conclusion, it should be said that advance preparation by the teacher, suitability of the course syllabus, student's motivation, authenticity of materials and activities in which the learners are involved, as well as adequacy of the assessment measures and objectives pursued in the case, provide the key to the success of the case method. At least, in the domestic market there are methods for every taste, and can only be defined in purpose, facilities, and most importantly - the methods. Then the choice of courses and training programs will not be so difficult.

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