

IMPROVING THE EFFECTIVENESS OF LEARNING LANGUAGES FOR SPECIFIC PURPOSES

Aysner L.Yu., Bershadskaia S.V.
Krasnoyarsk state agrarian university, Krasnoyarsk, Russia

Abstract: The article addresses the impact of case study method on language learning with the view of meeting the requirements of students majoring in economics and management in globalized work environment, emphasizes the main types, cases appropriate for teaching/learning a foreign language.

Key words: case study method, communicative skills, interactive methods of teaching, higher educational institutions, learning languages for specific purposes.

ПУТИ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ

Айснер Л. Ю., Бершадская С. В.
Красноярский государственный аграрный университет, Красноярск, Россия

Аннотация: В статье рассматривается влияние метода исследования на изучение языка с целью удовлетворения потребностей студентов специальности Экономика и управление в глобализирующейся рабочей среде, подчеркивает основные случаи, виды, подходящие для преподавания/изучения иностранного языка.

Ключевые слова: метод кейс-стади, коммуникативные навыки, интерактивные методы обучения, высшие учебные заведения, изучение языков для специальных целей.

The need to reform the Russian economy requires significant changes in the system and content of education. Taking into account current demands, the goal of any training can be defined as training of highly qualified specialists who have knowledge, skills and abilities that will ensure their competitiveness in the job market. It is still insufficient for business education. [1] For managers and entrepreneurs, it is important to have not only the ability to find their own position in the job market through specific (as compared to other professionals) competition but also to win a specific market segment for conducting industrial, organizational, administrative, financial, economic and commercial activities.

Thus, we can define the main tasks of business education [3]:

- gaining by students the required systematic complex of professional knowledge;
- training energetic professionals focused on success;
- encouraging constructive and critical thinking;
- familiarizing students with activities and operation of enterprises;

- gaining practical skills (decision-making, monitoring, analyzing situations) and development of skills (leadership, communication) which will be useful for students in future career;
- extending human, intellectual and social capital; developing a system of professional, human, moral, cultural, and other values.

Consequently, the need for specialists who can work internationally is growing. In this context, the value of a foreign language as a means of business communication has become extremely important in higher educational institutions of Russia. The aim of language for specific purposes curriculum is to develop students' general and professionally-oriented communicative language competences in a foreign language (linguistic, sociolinguistic, and pragmatic) to allow them to communicate effectively in their academic and professional environments. These tasks require to introduce such teaching methods that can develop students' capacity for independent learning, develop their critical thinking, develop students' critical self-awareness and self-actualization in various kinds of creative activities. [4] Interactive teaching methods can solve these tasks and ensure interest to cognitive processes, develop creative potential, mental and emotional sphere of an individual.

Case study method is an interactive method of teaching which allows teachers to integrate real-life professional situations into the learning process. It promotes the development of creativity, problemsolving skills, develops the ability to identify and analyze problems, and, at the same time, fosters students' confidence as users of a foreign language, encourages the positive attitudes and feelings towards learning the target language.

Case study method is quite simple: descriptions of specific situations are used to contribute to training. Most cases are either based on real events, or are a construction of events which could reasonably take place. They tell a story, one involving issues or conflicts which need to be resolved – though most case studies do not have an obvious or clear solution. The information contained in a case study might be complex (including charts, graphs, and relevant historical background materials) or simple – a human story that illustrates a difficult situation requiring a decision. [4].

The advantage of case study method is the possibility to optimally combine theory and practice, which is significant in training of qualified specialists. Being an interactive teaching method, case study method arouses students' positive attitude, who see a case as an opportunity to take initiative, to feel independently in studying theoretical propositions and developing practical skills both in their profession and mastering the language. Equally important is the fact that the analysis of the situation quite strongly influences the professionalization of students, contributing to their maturation; it generates interest and positive motivation to study.

Case study method in learning foreign languages allows to develop a number of competencies: subject – by training foreign language communicative skills in specific sphere of professional activity; sociocultural – working with case develops the students' ability to work in a team, take responsibility for the outcome. Students develop negotiation skills, ability to support their position, make a presentation. Working with the case, students have a possibility to demonstrate their teamwork and

leadership skills, and intercultural communication skills while studying texts and articles in a foreign language. Application of case study methods presupposes that students have certain level of knowledge of the language. In the formation of linguistic competence through case study method, much attention is paid to work on vocabulary and structures of the language of business and professional communication. The main emphasis should be on pragmatic aspects of the specialized texts. One of the tasks of professionally-oriented learning is to develop students' ability to create coherent, appropriate for specific situation of communication written and oral reports and summaries/conclusions. The immediate objective of case study method is for a group of students working together to analyze the case, real or imaginary, and work out a practical solution; the end of the process is the assessment of the proposed algorithms and selection of the best one. [2]

Thus, the main types of cases appropriate for learning/teaching foreign languages, are [4]:

1. Practical cases, which (with the view of foreign language teaching) can be associated with popular conversational topics such as business trip, choice of venue for conferences, corporate culture, marketing, free trade, etc. The case problem can be represented as an analysis of the specific situation and modeling of similar situations. Each case must include both an informative aspect, e.g. problem text/article (a subject of discussion) and active vocabulary of discussion, necessary grammatical structures, and models of possible dialogues.

2. Analytical cases. Working on the case includes analytical reading of suggested material, analysis of lexical and grammatical structures, training and learning of new vocabulary and, finally, the statement of the problem. Besides philological aspect, specialized texts/articles expand professional knowledge and develop students' skills in reading original or adapted (depending on the level of knowledge of the group) texts. After reading and analyzing the text, the procedure of working with analytical case also implies the same steps as the other case studies: group work, preparation of individual projects, or a broad debate in groups.

3. Comparative cases. These are research cases that, when learning a foreign language, can be used in the classroom to explore issues and challenges of cultural differences. For the analysis, one can use materials connected with styles of doing business in different countries, peculiarities of international advertising campaigns, comparative analysis of educational systems, career opportunities in foreign countries and Russia.

References

1. Aysner L.Yu. Theoretical platform of ICT for teaching adults / L.Yu. Aysner, S.V. Bershadskaya, O.V. Bogdan // Журнал Сибирского федерального университета. Серия: Гуманитарные науки. 2015. Т. 8. № 11. С. 2212-2219.

2. Антипова М. В.(2011) Метод кейсов (case-study). М.: ФГБУ ВПО «МагГТУ», 150 с. Retrieved from: http://mpfmargtu.ucoz.ru/metod/metodicheskoe_posobie-1.pdf

3. Ситуационный анализ, или анатомия кейс-метода / Под ред. д-ра социологических наук, профессора Сурмина Ю.П. (2002). Киев: Центр инноваций и развития, 286 с.

4. Daniel A. Goodenough. Teaching with Case Studies. Retrieved from: http://web.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/case_studies.pdf