

## **TEACHING FOREIGN LANGUAGE COMMUNICATION OF PRE-SERVICE TEACHERS BY MEANS OF CASE TECHNOLOGY**

**Kmit' Olena**

PhD in Pedagogical Sciences, Associate Professor,  
Associate Professor of Languages and  
Methodology of their Teaching Department  
T. H. Shevchenko National University  
«Chernihiv Colehium»

The modern development of Ukrainian education implies increased requirements for mastering foreign language communication by various specialists. These requirements are also relevant for pre-service teachers. The main goal of teaching foreign languages in higher educational institutions of the pedagogical specialization is the formation and development of foreign language professional communicative competence of the pre-service teacher, which will contribute to the effective, competent and flexible use of a foreign language in various situations of educational, academic, professional and social communication, the acquisition of the ability to adequately face the challenges of the 21st century. In the senior years of study, when students have already acquired sufficient professional knowledge, language and speech experience, there is a need for more complete mastering a foreign language as a means of professional communication.

One of the requirements of the "English language program for professional communication" is the need to ensure the professionalization of English language training of students [1]. It is widely believed that this requirement of the program can be fulfilled by having educational materials of professional content and using them in working with students on each type of speech activity. However, the above-mentioned approach to the professionalization of foreign language classes is too simplified. Therefore teachers should apply methods which provide more effective professionalization of pre-service teachers foreign language training.

Thus, the situation described above requires using effective methods for organizing and implementing professional foreign language training at senior courses of higher educational institutions of pedagogical specialization. Case technology is proposed as a possible way to solve this problem, the learning capabilities of which have long been known. Many scientists-methodologists rightly pay attention to the effectiveness of using this technology for teaching foreign languages. This is justified by the fact that case technology provides active educational strategies and professionally directed training of foreign language communication. The relevance of the implementation of the case-method to the foreign language educational process in higher educational institutions is due to the need to ensure its professionalization. It should be noted that under the professionalization of foreign language training of pre-service teachers, we understand the approximation of the process of learning a foreign language to the real-

life communicative experience of students, taking into account the vector of their future profession, as well as the creation of conditions for the integrated use of students' professional knowledge in a foreign language educational environment [2, 3]. All of the above mentioned represent the problems of this article.

«Case Study» is an extremely popular technology of learning in higher education and plays an important role in acquiring knowledge and forming students' skills. Case technology is defined as a student-centered activity that ensures the application of theoretical knowledge in the process of solving practical problems. A case is a single information complex consisting of three parts: information necessary for situational analysis, description of a specific problem situation, practical tasks. The essence of the technology of learning «Case Study» is that students are offered as a result of acquaintance with educational materials to comprehend the content of the problem situation and suggest their own version of its solution based on the already acquired knowledge and skills. Scientists, analyzing different approaches to the classification of cases and possible options for their structure, note that first there is a phased consideration of the problem, and then a search for directions for its solution is carried out. At the same time, the level of cognitive activity of applicants for education increases significantly [4, 5].

In modern literature, there are various case classifications. Most often practical, educational, research, training, analytical, prognostic cases are distinguished. In terms of complexity, the following types of cases are offered: 1) highly structured (Such cases with a small amount of additional information provide for a certain model and the best solution.); 2) small episodes (short vignettes) (In cases of this type, basic information is briefly provided, several applications are also offered and the use of knowledge of educational applicants is assumed.); 3) large unstructured (long unstructured) (These are the most complex cases up to 50 pages, which include a lot of information, sometimes even superfluous, while the necessary information may be absent. Students must deal with the proposed material and solve the problem.); 4) non-standard cases (ground breaking) (Working on the case, students act as researchers. Applying existing theoretical knowledge and practical skills, they introduce something new to solve the problem.) [6].

Cases are also classified according to their size: 1) full cases (20-25 pages) are focused on team analytical work usually within a few days, after which the team presents a collective result; 2) compressed cases (3-5 pages) are intended for a group discussion directly at the lesson and making a generalized decision; 3) mini-cases (1-2 pages) are designed for classroom study often as a practical accompaniment to the theoretical material being studied.

It is believed that cases can be "dead" and "alive." "Dead" cases contain all the information necessary for analysis. In order to "revive" the case, it is necessary to encourage students to search for additional information for further analysis.

The use of case technology in teaching a foreign language to senior students of pedagogical specialties has a number of advantages. Then we consider it necessary to illuminate them.

Firstly, this technology ensures the integration of four types of speech activity in

the educational process: reading, speaking, writing and listening. Students communicate in a foreign language orally and in writing in the process of working on a problem in the form of a discussion, revising the knowledge necessary for this. At the same time, real situations of the future professional activity of students are modeled, conditions for the application of professional knowledge and the improvement of speech skills are provided. As a result, a more complete mastery of the English language as a means of professional communication and the subject of study is achieved.

Secondly, the case-technology gives the educational process an interactive character. Applicants for higher education communicate in a foreign language during interaction with each other and the teacher, when they try to find the optimal solution to the problem by analyzing the situation, critically understanding the information and taking into account alternative opinions. In a foreign-language communicative environment, speech interaction between communicants is trained, a variety of forms of interpersonal interaction is ensured.

Thirdly, the technology of cases creates appropriate conditions for the educational autonomy of the student, the maximum provision of freedom in learning, the possibility of choosing the form of education, the type of tasks and the way they are performed.

Fourthly, the cases contribute to providing an opportunity for students to apply theoretical knowledge in solving problem situations, developing the ability of pre-service teachers to analyze situations, evaluate alternatives, choose the best option and plan its implementation.

Fifthly, case-technology contributes to the activation of the educational process and ensures the implementation of intellectual, cognitive capabilities of students. Activation is a process aimed at achieving a state of activity of the individual and maintaining this state throughout the lesson. During training of a foreign language on the basis of cases, activation is ensured through the special organization of educational material, the concentration of training and speech material, the use of specific teaching methods, as well as through mobilization, more productive use of the potential capabilities of the teacher and student and their interaction in the educational process.

Sixthly, the use of case technologies contributes to the formation of pre-service teachers' critical thinking, communication and organizational skills, group experience, the formation of teamwork skills, presentation skills, stimulating interest in learning.

Seventhly, the use of case-technologies provides the implementation of an individual approach to each student and creates the basis for the formation of an individual style of professional activity.

The basic principles of using the case method are as follows:

- individual approach to each student, taking into account his needs and learning style;
- maximum provision of freedom in training, the ability to choose the form of training, the type of tasks and the way they are performed;
- providing students with a full educational and methodological complex containing a sufficient amount of visual materials and allowing students to form the ability to work independently with information;

- providing an "access mode," that is, organizing individual or group, face-to-face or remote consultations of the teacher.

The case used in teaching a foreign language must meet the following requirements:

- have a clearly defined goal;
- have an appropriate level of complexity;
- be relevant, interesting, informative;
- illustrate typical situations of professional activity of pre-service teachers;
- promote the development of analytical thinking of students;
- encourage students to debate;
- have several solutions;
- be written in a simple language, taking into account the peculiarities of the speech development of modern youth.

The model of organizing foreign language classes based on Case Study technology consists of three stages. The organizational stage involves the teacher explanations about the nature of working with the case materials, acquaintance of students with their content. At the main stage, students carry out a detailed study of the case materials, develop a position on the proposed problem, develop a plan for presenting the results of the analysis, and make a decision on the problem under discussion. The final stage includes speeches of students leaders of groups, discussion of the problem, comments of the teacher on the assessment of the work of the participants, doing a written task based on the results of the discussion [7].

In the context of the application of case-technology for the formation of foreign-language professional communicative competence of the teacher, problems-pedagogical situations can be discussed. Here is a description of the case on the topic "The styles of pedagogical communication: for and against."

In order to prepare for the discussion of the problem, students study the case materials on the specified topic proposed by the teacher. In particular, they read the text "The styles of pedagogical communication," do pre-text, text, post-text exercises, prepare information in English on the styles of pedagogical communication, do revision exercises, work on a topical vocabulary and complex grammatical constructions. Further, students are offered to familiarize themselves with the pedagogical situation - a problem that should be solved. An example is given below.

#### Situation № 1

Three young teachers, yesterday's graduates of the Pedagogical University have met.

- My main trouble, - admitted Ivan Olexandrovych, - that students do not obey me. Whatever I do, I can't make them obey me.

- And I have no problems with this, - Fyodor Vasylyovych boasted. - My students fear me like fire. I know how to put everyone in place.

- I don't have your problems, Ivan. I don't fight with the students and don't try to put them in place, - said Vasyliy Mykhailovych. - I just love them, we're friends with them.

We go to the forest together, discuss cool cases, sometimes we even dine together. And they obey me, because they respect me.

- But, this is a familiarity! - exclaimed Ivan Olexandrovyich. - What friendship can there be between the teacher and the students?

What style of pedagogical communication does each of the young teachers use? Which style of pedagogical communication is the most preferable for primary school students? Which style of pedagogical communication is the most preferable for junior school students? Which style of pedagogical communication is the most preferable for senior school students?

On the proposed problem, students develop their positions, develop a plan for the presentation of the results of the analysis, make decisions on the problem under discussion. Student leaders of the groups prepare reports. They discuss the problem, get acquainted with the comments of the teacher on the assessment of the participants' work, do written tasks based on the results of the discussion, in which they learn to express their point of view, give arguments to the problem under consideration.

Thus, the provisions set forth in this article justify the feasibility of using the Case Study technology in order to form a foreign-language professional communicative competence of the pre-service teacher during classes conducted in accordance with the model presented in the study. The clarified requirements for cases, advantages and principles of their use reflect the theoretical prerequisites for the development of a scientifically substantiated methodology for teaching professional foreign language communication of students of pedagogical specialties based on case technology.

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