

сах, способствует лучшему усвоению материала. Для сокращения аудиторных лекционных часов предлагается использовать мультимедийные средства. Однако, опыт проведения лекционных занятий с использованием мультимедийных средств показывает, что эффект восприятия материала после одного академического часа снижается по экспоненте [2]. В случае вывода сложных соотношений или математических преобразований внимание студента при проведении лекций с мультимедийным сопровождением еще более снижается и рассеивается. Поэтому в ряде случаев преподавателю приходится дублировать материал написанием и выводом на доске основных формул и соотношений. Для оценки уровня знаний по теоретическому материалу, излагаемому на лекционных занятиях, необходимо использовать модульный принцип и межсессионный подход [3].

Таким образом, использование дополнительных занятий по выравниванию знаний, для работы с отстающими студентами, проведение контролируемой самостоятельной работы, использование модульного принципа и межсессионного подхода будет способствовать, на наш взгляд, повышению качества и уровня знаний не только общеобразовательных, но и специальных дисциплин.

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TEACHING BUSINESS ENGLISH ON THE BASIS OF CASE-STUDY METHOD

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This article describes case-study method as a teaching method that uses simulation as a means aimed at the formation of students' professional skills. It enables to interest students in studying the subject as well as to collect, process and analyze the information which has been studied. It also shows how case-study method can be used in teaching Business English.

Keywords: interactive technologies, case-study method, communication skills, problem-solving, decision-making, team-building

At present, in the majority of countries the main objectives of education are intellectual development of the individual, the formation of critical and creative thinking, independence, the ability to work with information, etc.

Taking into consideration the above mentioned goals, the education at Universities should be based on personality-oriented technologies aimed at creating conditions for cognitive activity in the classroom.

It is a well-known fact that personality is formed in the learning process. Thus it is necessary to take into account certain requirements, namely:

- create a positive environment for the training;
- provide a favorable atmosphere in the team to achieve common goals;
- realize the importance of conclusions that have been made in a team;
- the ability to express opinions as well as to listen to another student;
- a teacher shouldn't just praise or punish students but he should be able to give advice and assistance.

Interactive technologies that can be related to innovative ones meet all these standards. These interactive technologies of teaching foreign languages create necessary preconditions for the development of students' communicative competence, as well as for the formation of the ability to make collective and individual decisions in problem situations. Active implementation of interactive technologies can be considered the key to teaching foreign languages.

Interactive learning means learning in a dialogue mode, during which there is the interaction of participants aimed at understanding, finding the solution to educational problems and at developing students' personal qualities [1, p. 25]. It involves the imitation of life-like situations when all students are involved in the discussion, they exchange information, ideas. All kinds of work are used in the classroom such as working in pairs, individual and group work, role-playing, working with documents and other sources of information. Interactive technologies are based on the principles of cooperation, active participation in different discussions, relying on group experience [2, p.48].

In the classroom the teacher can use such interactive forms as: videoconferencing, round table discussions, brainstorming, debates, business games, case-study.

Case-study method is a method of active problem-situation analysis based on learning by addressing specific problems - situations [3, p.79]. It refers to the non-gaming simulation active training. As a rule, the case is composed of three parts: training information which is necessary to analyze the case; a description of the situation; tasks to the case [4, p.92].

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

Cases can be presented in various forms: from a few sentences and questions on a page to several pages and in different ways: print, multimedia, and video. Cases usually appear in print, but inclusion in the text of photos, charts, tables make them more visible. Nowadays multimedia presentations are becoming more and more popular. However, the film, video and audio presentations can create some problems. It is easier to analyze and work with the printed information than with the information provided, for example, in the film. The limited capacity of multiple interactive viewing can lead to distortion of information and errors. Multimedia presentation of cases can help to avoid the above difficulties, and combine the advantages of text and interactive video.

Depending on the specific management training objectives cases can be very different in content and organization of the material presented in them: analysis and evaluation training cases; teaching problem-solving and decision-making cases; cases that illustrate the problem, the solution or the concept in general.

The main function of the case-study method is to teach students to solve complex unstructured problems that cannot be solved analytically. The method of case studies activates students, develops analytical and communication skills, leaving the students face-to-face with the real situation.

A good case must meet the following requirements: to comply with a clear goal; to have an appropriate level of difficulty; to illustrate several aspects of economic life; to be up-to-date; to illustrate the typical situation; to develop critical thinking; to provoke discussion; to have a few solutions [5, p.53].

The advantages of case-study method include:

- use of the principles of problem-based training – development of the real problems-solving skills, the ability to work in a single group of the problem field;
- development of team-building skills;
- development of skills of simple generalization;
- development of presentation skills;
- development of skills of press-conference, the ability to formulate a question, reason a response [5, p.67].

The above mentioned method is a tool to apply the theoretical knowledge to solve practical problems. The method promotes students' critical thinking, the ability to listen to and 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, 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, and 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 updating their creativity.

The case-study method is widely used in teaching economics, management science, and business abroad. It is considered to be one of the "advanced" active teaching methods. It requires readiness of students, availability of their independent work skills; lack of students training, poor motivation may lead to a superficial discussion of the case.

The use of the case-study method at the English lessons in a professional environment (Business English, English for managers, English for economists, English for professionals in the field of advertising, for specialists in public relations) pursues two complementary objectives, namely, to further improve the communicative competence (linguistic and socio-cultural) and the formation of professional skills of students. Familiarity with the case (reading of the professionally-oriented authentic texts and their subsequent translation), an independent search for solutions (inner monologues in English), and the process of analysis of the situation at the lesson (monologue and dialogue speech prepared and spontaneous) are the examples of communicative tasks.

Foreign language activity is carried out in the following sequence: discussion of the information contained in a case, identifying the most important information, the exchange of ideas and a plan to work on the problem, work on the problem (discussion) to develop solutions; discussion of the final decision, preparation of the report; reasoned brief report.

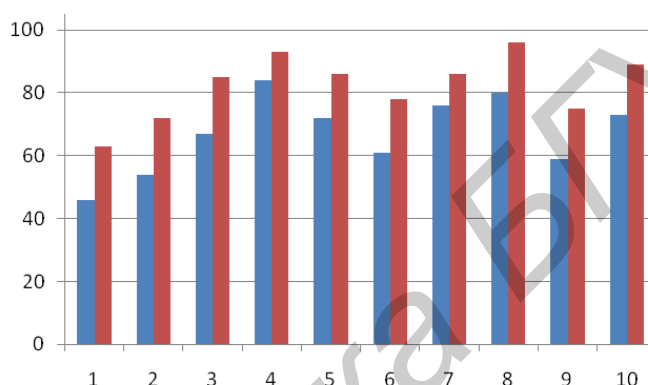
The process of preparing the students for solving a case is based on skills and abilities to work with information tools, which allows updating the existing knowledge, stimulates research activities. For example, at the stage of collecting information a variety of sources, based on modern communications such as television, video, computer dictionaries, encyclopedias and databases available through the communication system are used. These sources often provide more comprehensive and more relevant information.

The next stage is information processing, i.e. classification and analysis of the facts to represent the overall picture of the phenomenon or event. The final phase is representation of the reasoned decision which can be submitted in the form of presentations, illustrated text messages, tables, graphs, charts, etc.

The technology of work with a case in the learning process includes the following stages:

- individual self-study work of students with the case study materials (identification of problems, formulation of the key alternatives, offering solutions or recommended action);
- work in small groups on the problem and its solutions;
- presentation and examination of the results of small groups to general discussion.

Case study method is recommended for the students of senior courses, as students need a certain amount of knowledge in the specialty, a rather high overall level of the English language skills and generated business communication. A group of third-year students of the faculty of marketing, management, entrepreneurship were tested before and after application of the case-study method. The results of the survey which lasted four months are revealed on the graph. The blue line reflects the students' results before application of the method. The red line reflects the results after the application of this method.



Graph – The results of the survey before and after using case-study method

The students' survey revealed that the case-study method is a very efficient teaching tool as it develops the skills of the right strategy of verbal behavior, norms and rules of the English-language communication. The method provides both cases and a particular type of educational material and special methods for its use in educational practice of the English language.

The indisputable advantage of interactive learning technologies is that they require each student's activity and contribute to the formation of not only professional, but also personal qualities such as discipline, communication, etc.

The case-study method facilitates the development of the ability to analyze a 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 problems. The case study method provides plenty of possibilities and complements the traditional classical methods of teaching English.

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INTERDISCIPLINARY INTEGRATION IDEA IN EDUCATION OF MANAGERS

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The development of industry, economic growth, and intensification of investment and innovation processes - all these issues can be solved effectively only by competent managers understanding modern market relations and business process management. This is a guarantee of the country's competitiveness and its economic security. Therefore, one of the priorities of the state policy of Belarus is education of managers. This involves updating the content and methods of education of managers. The paper is devoted to the idea of integration of all disciplines established by the curriculum in education of managers to develop required competencies at the University.

Keywords: education of managers, interdisciplinary integration, competences of managers.

There exist a lot of interpretations of the term “competence”. Firstly it was proposed by N. Homsy in 1957 for transformation grammar and language teaching theory [2]. Experts in a business sphere gave a great number of definitions of the term “competence” [1; 3; 4; 5; 7; 8; 9; 10; 12; 13; 14; 15; 16; 17]. The author sticks to the following interpretation of the term: professional competence of managers is an integral characteristic of business and personal qualities that reflect the level of knowledge, skills, experience, and abilities which are sufficient for the decision of theoretical and practical problems in professional activity [6].

The development of competences is not localized within a single discipline. Simultaneously, all disciplines planned in a curriculum get involved in this process [18]. All the competences are classified in 3 groups (Figure 1): academic, personal - social and professional competences [6].

The development of professional competences of managers, that are necessary for solving business, scientific and applied problems for sustainable development of a country, requires innovative approaches for education of managers [17], approaches, which help graduates to be “knowledgeable across disciplines” with the ability to “examine critically, synthesise and evaluate knowledge across a broad range of disciplines” (the Attributes of the Melbourne Graduate 2009). Therefore, interdisciplinary integration [11] in managers’ education can be an important methodological condition for developing competencies established by the University curriculum.

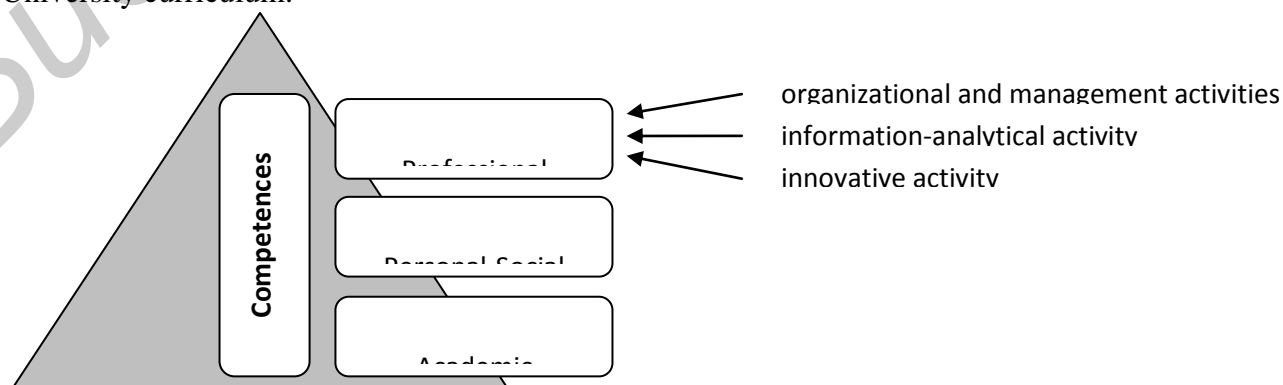


Figure 1. Three groups of competences