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INNOVATIVE METHODS OF TEACHING PROFESSIONAL ENGLISH FOR UNIVERSITY STUDENTS

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ABSTRACT

The article is devoted to the issue of using interactive methods of teaching the discipline "English for Professional Purposes" at higher educational institutions (on the example of the case method). The pedagogical conditions for the use of interactive methods in teaching of this discipline have been developed and theoretically grounded. In this context, the term "condition" has been thoroughly analyzed.

The authors have proved that the case method used as the principal one in the process of teaching English in a professional direction provides a set of pedagogical conditions, which are divided into procedural – dealing with the process of teaching (increasing students' motivation to learn English; combination of the case method with other methods used in teaching English; development of methodological support of the discipline, as well as separate topics of the discipline, in the study of which the case method is used; changing the nature of relations in the system "teacher-student") and informative – dealing with teaching content (selection of the content of the discipline taking into account the professional motives of students, their interests, needs and goals; structuring the content of educational material; development and implementation of the content of practical training, which is a combination of the case method with traditional methods of teaching English). Each of the conditions has been analyzed in the context of their essence, interrelationships, functions and importance of teaching English in the process of a vocational training. It has been proved that implementation of the conditions (increasing students' motivation for learning English and selecting the content of the discipline taking into account the professional motives of students, their interests, needs and goals) helps to resolve the contradiction between insufficient level of knowledge of English and immature motives. Implementation of the second procedural pedagogical condition (combination of the case method with other methods used in teaching English) contributes to the modernization and improvement of traditional methods of teaching English. This condition is related to the relevant content conditions – structuring the content of educational material and the development and implementation of the practical training content, which is a combination of the case method with traditional methods of teaching English. Particular attention is paid to the methodological support of classes in which the case method is implemented, as well as the fourth procedural condition, which requires a change in the nature of relations in the system "teacher-student".

The authors state the importance of the combined character of using all pedagogical conditions, their interconnection and interdependence, which will ensure the effectiveness of the case method use in teaching English for professional purposes.

KEYWORDS

interactive methods; case-method; English for professional purposes; pedagogical conditions; vocational training.

INTRODUCTION

The urgency of the article. Nowadays, the modern information society puts forward a number of new requirements to the university vocational training. The problem of socialization of young people in interethnic and intercultural space acquires special significance and causes necessity of a new approach to foreign language training of future specialists. Knowledge of a foreign language is considered as one of the means to expand the professional competence and skills of students. University graduates should master a foreign language at a sufficient level for their professional and personal communication. Nowadays a good level of English enlarges greatly applicants' chances to find an interesting and well-paid job, to get a promotion, to enjoy close relations with business partners. Therefore, efficient teaching and high quality of the knowledge acquired are in urgent need. Modern education challenges teachers not only to give students a set of language knowledge but to form special competence conducive for their future professional activities.

The purpose of studying at university is not only to obtain professional knowledge of a specialist, but also to form a creative, versatile developed personality that is able to take responsibility for their decisions and anticipate the consequences of their professional activities. Insufficient development of the humanistic component of professional thinking of future specialists leads to the devaluation of the humanistic, social and spiritual aspects of their activities, disrupts the harmony between man and nature. The current tendency of humanization of higher education requires introduction of humanities and languages in the study, which includes Professional English, as well as innovative forms, methods and techniques of teaching, which are fully aimed at intensification of educational and cognitive activities of students, their development of problem thinking and personal qualities.

Problems of defining the essence and role of humanitarian knowledge as a human factor in shaping the personality of the future specialist remain the most relevant today. Modern scientists are in active search for forms and methods aimed at solving problems of improving the level of humanitarian and foreign language training of students of any university [1]. In our opinion, the use of interactive methods and forms of teaching in the process of humanities and language learning contributes to the solution of this problem. One of such methods, in our opinion, is the method of situational learning, or case method, which is characterized by a wide range of pedagogical opportunities, the implementation of which allows to create conditions not only for students to acquire professional knowledge, but also to intensify and to optimize the learning process, to influence their socialization, to promote the formation of personal qualities and qualities of a modern specialist.

Extensive experience in using the case method has been accumulated abroad in the professional training of teachers: J. Maan, L. Breslow, J. Erskin, M. Leenders, W. Naumes and M. Naumes, R. Pring, A., Watson, L., Barnes, C. Chistensen, A. Hansen.

Cases are actively used in the training of special disciplines of engineers in the United States: C.O. Smith, M.F. Uman and G. Cardos.

The historical aspect of the origin of case technology is presented in the research of Yu. Surmin [2], in the collection of materials for the authors of the cases I. Kuznetsova [3], the manual of Z. Yuldashev and S. Bobokhuzhaev [4].

In modern scientific discourse, the use of the case method, case technologies in the training of future professionals of various profiles is considered in the context of active and interactive teaching methods, pedagogical technologies in higher education, contextual learning (P. Baev, A. Verbytsky, S. Vitvytska, N. Volkova, O. Dolgorukov, E. Mykhailova, A. Panfilova, S. Sysoeva, Z. Yuldashev and S. Bobohuzhayev, etc.).

The purpose of the article is to theoretically substantiate and practically develop pedagogical conditions for the use of interactive methods of teaching language disciplines at a medical university (on the example of the case method and the discipline "English for Professional Purposes").

INNOVATIVE METHODS OF TEACHING PROFESSIONAL ENGLISH FOR UNIVERSITY STUDENTS

In pedagogical science, there are many approaches to defining the term "condition". A. Aleksyuk, S. Arkhangelsky, V. Bepalko, N. Kuzmina, V. Slastyonin, V. Popkov, N. Talyzina and other scientists have been dealing with the problem of pedagogical conditions in the professional training of specialists in various fields.

S. Vysotsky, a Ukrainian researcher, defines conditions as "a dynamic regulator of informational, personal, psychological and pedagogical factors" [5]. V. M. Manko considers pedagogical conditions as an interconnected set of internal parameters and external characteristics of functioning, which ensure the effectiveness of the educational process [6]. T. Schegoleva in her thesis research defines psychological and pedagogical conditions as a combination of the elements of the content, methods, techniques, organizational forms of learning, which positively affect the efficiency and effectiveness of the educational process [7]. We adhere to the principles of classical pedagogy and consider the conditions as a basis for ensuring pedagogical phenomena, a set of pedagogical measures for the implementation of the pedagogical process. Since the implementation of the process of foreign language training of university students takes place during their studies, as well as taking into account the subject of our research, among the types of conditions, we have chosen pedagogical ones. We define pedagogical conditions as a set of reasons which ensure the effectiveness of the use of the case method in teaching the discipline "English for Professional Purposes" and consequently the success of learning.

In the context of introducing the case method in the process of teaching English for University students it has been found out what pedagogical conditions might contribute to the effectiveness of its use. Having learned O. Sydorenko and V. Chuba's experience in teaching economics [8], we have made an attempt to apply their theory into Professional English teaching.

1. What problems might we face while using the case method in the course of "English for Professional Purposes"?
2. What is the relevance of the case method use in the process of English teaching for university students?
3. How can the use of the case method influence the grade in the subject?

The dynamics of the didactic capabilities of the case method in a positive direction is impossible without compliance with the conditions associated with its organization, methodology and technology. That is why the pedagogical conditions for the use of the

case method in teaching English at a medical university should be aimed at improving the content of the discipline and the process of its assimilation. Therefore, the conditions in our study are divided into two groups: substantive and procedural [9].

The research of the issue of introducing the case method in the process of teaching "English for professional purposes" has relieved what procedural pedagogical conditions can contribute to the effectiveness of its use in vocational training. Analysis of the psychological and pedagogical literature, as well as the results of a special survey at the university gave us the opportunity to assume that the effectiveness of the use of the case method in teaching English provides a set of the following procedural pedagogical conditions:

- increasing students' motivation for learning English;
- combination of the case method with other methods used in the course of English teaching;
- development of methodological support (as well as separate topics) where the case method is involved;
- changing the nature of relations in the system "teacher-student.

The group of informative pedagogical conditions is an indispensable term for the effective use of the case method in teaching "English for Professional Purposes" at university. It includes:

- selecting the content of the discipline considering students' professional motives, their interests, needs and purposes;
- arranging of the content of the material studied;
- development and implementation of the content of the tutorials as a combination of the case method and the traditional methods of teaching English.

We will conduct a theoretical analysis of the conditions. To do this, we need to justify the essence, relationships and functions of procedural and substantive pedagogical conditions and determine their place in the process of foreign language training for university students.

One of the most important pedagogical conditions that contributes to the effectiveness of the use of the case method in teaching any subject is creation of a convincing motivation. The issue of motivation was developed by G. A. Atanov, O. M. Leontiev, T. M. Medentsova, O. O. Kuharuk, I. Andreeva and others.

Modern theories of motivation are based on the results of psychological research and evidence that the reasons that motivate a person to action are complex and diverse. But today there is no single point of view on the definition of motivation in general, and the motivation of educational activities in particular. Considering the theoretical experience of the authors mentioned above, we can define motivation as the process of stimulating a student or group of students to activities that are aimed at achieving the goal.

When considering the concept of "motivation" it is advisable to pay attention to the factors that force a university student to act, namely – motives, needs and interests. The main category of the motivational sphere, according to scientists, is the motive.

The effectiveness of the case method in the process of learning "English for professional purposes" largely depends on the timely consideration of needs, because all students' activities are determined by their needs. First there is a need, then motivation is

formed, the goal is defined, tasks are set, certain actions are performed and then the result appears. Needs are understood as the state of a person, which reflects the need for something to exist [10].

The dynamics of the case method largely depends on the development of students' interest in the case under discussion. Interest is a form of manifestation and expression of such motivations for activities as motives, needs and goals. In the process of learning of great importance is cognitive interest, which is based on the student's need for new knowledge. Interest alone cannot satisfy a need. When we talk about interest as a motive, we understand it as an interest in any activity rather than a phenomenon detached from reality.

S.L. Rubinstein believes that in the heart of some interest there is a certain need, though interest is not limited to need. Interest cannot be identified with a motive, but it can be represented as a kind of motive.

The first procedural pedagogical condition is indispensably linked with its corresponding content - the selection of the content of the discipline taking into account the professional motives of students, their interests, needs and goals. Therefore, there is no doubt that the implementation of these two conditions allows to resolve the contradictions between the insufficient level of assimilation of theoretical material and students' immature motives. In this case, it is advisable to take into account the psychological and pedagogical impact of the case method on students, which occurs when working on the case.

No method can be used in the educational process isolated from traditional methods, because the latter impose on students the mandatory regulatory knowledge. The case method is no exception. In turn, traditional methods of teaching a foreign language do not create real conditions for the formation of practical skills and knowledge of future physicians. That is why the next pedagogical condition, which should be implemented when using the case method in the process of learning English for professional purposes, is an organic combination of the case method with traditional teaching methods.

Implementation of this pedagogical condition, in our opinion, contributes to the modernization and improvement of traditional methods of teaching language disciplines. The case method, in turn, will relieve psychological stress and stimulate student activity during homework preparation. Improved methods of practical classes provide for achieving this goal. The peculiarity of the modernized lesson lies in a two-component structure. The first component is the acquisition of theoretical knowledge of the discipline, and the second is the use of acquired knowledge, namely the solution of the case problem.

This procedural pedagogical condition is very closely related to the two content conditions we have identified, namely - arranging the content of educational material, development and implementation of the content of practical classes in English, which will be a combination of case method with traditional teaching methods.

When arranging the content of educational material, it is advisable to follow the principles of arranging the content of education, formulated by V. Lednev [11]. The main principle is the functional completeness of the components. The essence of this principle is that the pedagogical system can function effectively provided there is a complete set of components that matter.

The second principle is the principle of content integration. It is related to the inclusion of professional information in the content of the discipline "English for Professional Purposes". This corresponds to the professional direction of university vocational training.

The third principle of gradation is the systematic sequence, coordination, relationship and interaction of teaching cycles of disciplines, separate subjects and courses.

Arrangement of the content of the discipline considering the above mentioned principles allows implementing the professional objectives of each training unit and contributes to the formation of the personality of the future specialist. In turn, the implementation of our selected pedagogical conditions in combination contributes to the formation of students' personal significance to the English language.

When planning the content of educational material, the teacher must clearly imagine the students' idea of what educational material should be studied. In addition, the degree of assimilation of this material by students should be taken into account.

A necessary condition that predetermines the effectiveness of the case method in the process of teaching the discipline "English for Professional Purposes" is methodological support. Moreover, it is the methodological support that influences the effectiveness of students' communication during the discussion of the case. In this case, it is necessary to ensure equal access to information for both teachers and students. Everyone should have equal access to periodicals, literary sources or Internet resources. In addition, each teacher who uses the case method in teaching should prepare methodological advice on how to work on the case.

The next element of methodical support is methodical instructions for practical lessons in English, in which the case method is practiced. Before writing a situational exercise, it is advisable to set a list of questions that are likely to be asked during the discussion on the topic. This will allow the teacher to determine what additional information the student will need in preparation for the discussion. If the information and structure of the case are already given, then the methodological advice is intended for interpretation.

Preparation of methodical recommendations and drawing up of situational tasks can occur simultaneously, but the final variant of methodical recommendations is made out after approbation. They are constantly updated due to changes in learning experiences.

No less important element of the methodological support of the discipline is the documentation for the final control. The questions for the exam or test should be composed so that it is possible to test not only the actual knowledge, but also the ability of students to apply the acquired knowledge in practice. Therefore, it is advisable to use creative tasks along with the widespread test control system today. In our case, these may be cases intended for analysis during the exam or test. Therefore, it is advisable to use creative tasks along with the widespread test control system today. In our case, these may be cases intended for analysis during the exam or test.

The construction of a form of practical training using the case method is based on the understanding of the student as a subject of the educational process and is aimed at developing the personality of students, their creative potential and motivational and

value sphere. Therefore, changing the nature of the relationship in the system "teacher – student" becomes the next necessary condition for the successful use of the case method in the process of learning "English for professional purposes." A teacher who practices the case method must be aware of his new role in the learning process, which is significantly different from the role he plays in teaching traditional teaching methods. Preparing and conducting classes using the case method involves the active participation of students already at the design stage. The teacher together with students develops a range of issues, taking into account the professional interests of the students. Such lesson helps to realize opportunities for activity and independence of students, turning them into active subjects of educational and cognitive activities and equal participants in the pedagogical process. The subjective position of the student in the learning process means his ability to design and self-management of their educational activity, the ability to set goals, find appropriate methods and means to achieve them, mobilize internal reserves, compare the stated goals with their own capabilities [12].

Thus, we see that the subjective position is a high level of personal development of student, which indicates his ability to self-determination, self-knowledge, self-regulation and construction of educational and life development strategy. In addition, the joint work of teacher and students on goal setting and planning a practical lesson stimulates the interest and motivation of students. The learning process is destroyed if the teacher authoritatively imposes his own point of view. Changing the character in the system "teacher-student" contributes to the formation of a favorable psychological climate in the classroom, which understands the emotional and psychological mood of team, which is characterized by certain values, moral norms and interests.

During teaching English with the help of case method, the main thing is not the technology of constructing the case, but the information resource and technology of working with the finished professional situation. Therefore, during teaching English of university students, we consider it appropriate to base the cases on English professional cases. These cases do not depict good or bad professional activity, they reflect the habits and failures, old and new technologies, theoretical and empirical results. But a simple description of the situation does not work. The teacher should place the facts in the case so that it is possible to involve students in the discussion.

Moreover, the facts must be presented so that the student working on the case gets into a real professional situation. The purpose of using the case method in English classes for professional purposes is to provoke a discussion in a foreign language, to force students to formulate their point of view, to make choices, to defend views and to reason decisions. In addition, the presence in the structure of the case method of debate, discussion, argumentation trains participants and teaches to follow the rules and regulations of communication using English. The advantage of using the case method is that it supplements most aspects of any discipline through the introduction of certain thoughtful practical tasks.

CONCLUSIONS

Above mentioned allows us to state that the case method promotes the processes of subjectivation and objectification of knowledge. It creates favorable conditions for the use of well-known knowledge by experiencing the process of their formation. The case itself is a so-called objectified intellectual product with a high concentration of educational information. Thus, the study and analysis of the case is a process of mastering, i.e. subjectivation of knowledge. This approach to learning contributes to the optimal development of dialectical thinking of future professionals, the formation of their scientific worldview, integral views and beliefs. And this is the purpose of any training.

In our opinion, the potential of the case method in the process of learning English for professional purposes is that its use contributes to the mental, moral and motivational-volitional development of students, the formation of their qualifications such as the ability to analyze and diagnose the problem, the ability to clearly articulate it, express their position, discuss and evaluate a variety of information. The use of the case method helps to form the personal qualities of future professionals, promotes the formation of personality and the development of reflexive abilities.

Considering all of the above, we can say that the effectiveness of the use of the case method in the study of humanities in technical universities will contribute to a combination of the following pedagogical conditions: procedural - increase student motivation to learn English; organic combination of the case method with other methods used in teaching English; development of methodological support of the discipline, as well as individual topics of the discipline, in the study of which the case method will be used; and semantic - selection of the content of humanities taking into account the professional motives of students, their interests, needs and goals; structuring the content of educational material; development and implementation of the content of practical or seminar classes in the humanities, which will be a combination of the case method with traditional teaching methods.

It is also worth emphasizing the fact that it is impossible to underestimate any of the pedagogical conditions we have defined. Only the provision of a set of pedagogical conditions, their relationship and interdependence will contribute to the effectiveness of the use of the case method in the teaching of humanities.

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INNOWACYJNE METODY NAUCZANIA PROFESJONALNEGO JĘZYKA ANGIELSKIEGO DLA STUDENTÓW UCZELNI

STRESZCZENIE

Artykuł poświęcony jest zagadnieniu wykorzystania interaktywnych metod nauczania dyscypliny „Angielski dla celów zawodowych”, w szkołach wyższych (na przykładzie metody studium przypadku). Opracowano i ugruntowano teoretycznie warunki pedagogiczne, do wykorzystania metod interaktywnych w nauczaniu tej dyscypliny. W tym kontekście termin „warunek” został gruntownie przeanalizowany.

Autorzy wykazali, że metoda studium przypadku, stosowana jako nadrzędna w procesie nauczania języka angielskiego, w kierunku zawodowym zapewnia zespół uwarunkowań pedagogicznych, które dzielą się na proceduralne – dotyczące procesu nauczania (zwiększenie motywacji studentów do nauki języka angielskiego, połączenie metody przypadku z innymi metodami stosowanymi w nauczaniu języka angielskiego, opracowanie zaplecza metodycznego dyscypliny, a także odrębnych tematów

dyscypliny, w badaniu której stosowana jest metoda przypadku, zmiana charakteru relacji w systemie „nauczyciel-uczeń”) oraz informacyjny – zajmujący się treścią nauczania (dobór treści dyscypliny, z uwzględnieniem motywów zawodowych uczniów, ich zainteresowań, potrzeb i celów; strukturyzacja treści materiału edukacyjnego; opracowanie i wdrożenie treści szkolenia praktycznego, będącego połączeniem metody przypadku z tradycyjnymi metodami nauczania języka angielskiego). Każdy z warunków został przeanalizowany w kontekście ich istoty, wzajemnych powiązań, funkcji i znaczenia nauczania języka angielskiego w procesie przygotowania zawodowego. Udowodniono, że realizacja warunków (zwiększenie motywacji uczniów do nauki języka angielskiego oraz dobór treści dyscypliny, z uwzględnieniem motywów zawodowych uczniów, ich zainteresowań, potrzeb i celów) pomaga rozwiązać sprzeczność między niewystarczającym poziomem znajomości języka angielskiego i niedojrzałych motywów. Realizacja drugiego proceduralnego warunku pedagogicznego (połączenie metody przypadku z innymi metodami stosowanymi w nauczaniu języka angielskiego), przyczynia się do unowocześnienia i doskonalenia tradycyjnych metod nauczania języka angielskiego. Warunek ten jest powiązany z odpowiednimi warunkami treściowymi – ustrukturyzowaniem treści materiału edukacyjnego oraz opracowaniem i wdrożeniem treści szkolenia praktycznego, które jest połączeniem metody przypadku, z tradycyjnymi metodami nauczania języka angielskiego. Szczególną uwagę zwrócono na wsparcie metodyczne zajęć, na których realizowana jest metoda przypadku, a także czwarty warunek proceduralny, który wymaga zmiany charakteru relacji w systemie „nauczyciel-uczeń”.

Autorzy zwracają uwagę na łączny charakter wykorzystania wszystkich warunków pedagogicznych, ich wzajemne powiązanie i współzależność, co zapewni efektywność wykorzystania metody case w nauczaniu języka angielskiego w celach zawodowych.

SŁOWA KLUCZOWE

metody interaktywne; metoda przypadku; angielski dla celów zawodowych; warunki pedagogiczne; szkolenie zawodowe.



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