CASE METHOD AS AN EFFECTIVE WAY OF TEACHING ENGLISH TO ART STUDENTS

ORCID ID: 0000-0003-0132-5838

Svitlana Nisevych
Doctor of Philosophy
Associate Professor of the Decorative Art Department
Kosiv Institute of Applied and Decorative Art of Lviv National Academy of Arts
UKRAINE

Introduction. Modern trends in teaching English for Specific Purposes (ESP) to art students are intended to meet the core objectives of the discipline such as developing communicative skills to ensure active participation in the fields of their future profession and science. ESP has to provide good training of a future competitive specialist which becomes possible due to applying interactive methods of teaching. They do not only improve the knowledge of English but also connect it with specialty. Unlike traditional methods of teaching, these methods create a constant and active interaction of both students and teachers. The role of a teacher changes: he or she becomes a facilitator, and students are no longer passive recipients of information.

One of the most effective interactive methods is a case method. «It was introduced at the Harvard Business School in 1910 as a method to teach graduate students to analyze actual or hypothetic business problems. It has been gradually adopted by other disciplines such as psychology, teacher training, and language learning» [2, p. 26].

Many scholars focused their attention on the role of the case method in teaching English: T. Hurynovich, N. Nae, E. Stryha, O. Ozarko, I. Sakhnevych, etc. However, its significance in teaching ESP to art students was left beyond the proper attention. Thus, the purpose of the study is to analyze the peculiarities of using the case method in teaching ESP to art students, its merits and demerits.

Methods. This scientific research involves the analysis of theoretical material concerning the effectiveness of implementation of the case method.

Discussion. Case method is the description of real life situations containing certain problems which demand the solutions. It stimulates discussion, analysis and taking decisions [3, p. 57]. This method combines two elements: the case itself and the discussion of that case [1]. Depending on the aim of teaching English, the level of students’ knowledge and the type of required help in the process of making the decision, the cases can be divided into such types as:

1. Scientific research, which is oriented at accomplishing research activity;
2. Practical, which reflects real life situations;
3. Educational, the task of which is organizing educational process [1].

According to T. Hurynovich, cases must be well prepared in advance. He also suggests the following steps of introducing the case to the students. Firstly, an
instructor must read the case thoroughly with the students. Secondly, he or she has to explain to the students how to analyze the case. Thirdly, it is necessary to teach the students the specific language to discuss the case [1].

The value of the case method in teaching ESP to art students consists in the possibility to enhance both the communicative and professional competence. It helps to bridge the gap between the classroom and the real world, to put theory into practice as students have to use the acquired language skills in the situations of professional character. The case method motivates art students to speak a foreign language in order to discuss and solve problems which interest them. Nevertheless, the focus should be on language and communication rather than on art concept knowledge. Besides, the case method develops critical, analytical and creative thinking that is also of vital importance for future specialists. Among other benefits of using this method are developing self-esteem, confidence, the ability of working in a team.

Despite a number of merits, the case method has some demerits of using it at the lessons of ESP. First of all, a teacher must not only have professional knowledge of a foreign language but also be good at specialty in which the students are taught. Otherwise, it will be impossible to formulate and solve professionally-oriented tasks. Students as well must have sufficient level of knowledge to take part in the discussions. Also, the case method requires much preparation and it takes a longer time to cover the material compared to traditional methods of teaching. Finally, it is difficult to assess the students.

Conclusions. Thus, it can be concluded that the case method is a creative and motivating way of studying English. It refines students’ communicative and professional skills, and together with traditional methods stimulates and enhances the effectiveness of teaching process.

References:

