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CASE STUDY FOR THE ECONOMICS STUDENTS

The article is devoted to the problem how to give the incentive in the process of teaching English for the 2 and 3-year students of the economic department. This article enumerates the main goals, methods and steps in teaching Case Study.

Generally accepted "motherland" of this method is the United States of America and to be more precise - Business School at Harvard University. The basis of this method is the principle of "precedent" existing in the Anglo-Saxon Law as the main criterion of taking court decisions. In 1908 Harvard Business School started using this method while teaching commercial law. Case Method began to shape once and for all in 1910-1911 in the works of F. Taylor and G. Gant. The next important step of Case Study Method was the establishment of the Business Investigation Bureau the main task of which was the accumulation of various information concerning business. By the beginning of the 30s Harvard Business School had published eleven volumes with the commentaries on each of the case. In the 60s there was created a Program teaching Case Study. Since that time Case Study Method has been exported to the Western European and other countries of the world. Case Study Method (CSM) is widely used in teaching economics and business sciences abroad. At the early age of its beginning this method was extensively applied in training post-graduate students. Now, the new effective methods of training students are being searched. Application of CSM in teaching economics students allows not only to improve understanding of economic laws but it will also stir the activity to different courses and promote research, communicative and creative skills in taking decisions. Case studies are stories that discuss problems or challenges that a real company or executive has faced. Case studies are used as a springboard for language development. The increasing number of managers practicing in CSM led to the significant demand for the new Cases, having national coloration.

Generally, teaching economics at the English lessons comes to the reading of the texts, their translation and retelling or work with economic terms and dialogs on different economic issues at best. The work in this field should be much deeper and in strict succession. It should correlate with the main didactic principle - from simple to complex. Naturally, nobody neglects the above - mentioned kinds of

work but it will start bearing fruit only in combination with other more productive methods of teaching. The only thing an English teacher should do is to find new ways to encourage students to solve theoretical problems by means of his subject. Of course, it can't be done at once, but only by the tedious work of both teacher and his students. The teacher should skillfully combine their theoretical knowledge, methods of teaching and gain understanding of the contemporary economic problems. One of the main things the English teacher should do is to equip his students with terminology because it's impossible to discuss complicated economic issues using everyday English, and, of course, grammar should not be distracted from the topic being discussed at the lecture [2, 132].

Every method a teacher uses has advantages, disadvantages, and requires some preliminary preparation. Very often, a particular method will naturally flow into another, all within the same lesson and excellent teachers have the skills to make the process seamless. Which method is "right" for a particular lesson depends on many things, and among them are the age and development level of the students, what the students already know, and what they need to know to succeed with the lesson, the subject-matter content, the objective of the lesson, time, space and material resources [3, 45].

Generally, case study is the process when the members of the group generate as many ideas as possible to solve economic problems or to find creative solution. It is here, when all the lexical, grammatical and economic potential of the students can be revealed. Case study encourages full participation, creates the spirit of congeniality and provides listening exercises that allow creative thinking for new ideas [4, 73].

Edward Felton from EDI Research Institute put an argument well when he wrote: "This method can be a very powerful way of teaching. It focuses on real issues faced by real managers in real organizations. Unlike lecturing this method is not the flow of ideas from group leader to participants, rather, it is the exchange of ideas between and among leader

and members of the seminar. The problem is not in finding the right answer; it is in thoroughly exploring the project or any situation, using the available facts and analytical skills to reach reasonable decision".

Let's take, as an example, a very popular TV program "Вікна Бізнес". Professional reports followed by the video give us an idea about the current events in our and foreign economic affairs, cooperation between countries, economic situation at some successful and unprofitable enterprises, currency quotations, etc. It's up to the teacher what methods to choose working with such kind of information but there should be succession and consistency in presenting the material, working it out and discussion itself. The final goal is to come to the common conclusion.

Now, we shall illustrate how the above - mentioned steps could be applied in the certain economic situation. **The first step** - the group works with new economic terms and expressions. The teacher can introduce them in different ways - the students can write them down into their vocabularies or work them out in some situations or they can be defined by the teacher. In our case these terms are: intelligence service, financial transaction, law enforcement body, laundering, shadow income. **The second step** is to present the situation itself which was broadcast on TV, or taken from newspaper. **The third step** is when students suggest in what form to discuss the information. The forms of discussions are different: press conference, dialogs with managers, dialogs with specialists dealing with these problems, court proceedings, a report etc. At last students find some creative solutions. **The fourth step** - the discussion itself, during which the students express their points of view, argue, and try to prove the correctness of their ideas. **The fifth step** - the students make a conclusion. This case shows that this method is like a scientific experiment, narrows down the possible choices of facts, techniques and concepts to something manageable without reducing them into mechanical exercises [5, 34].

Although these methods were first introduced to encourage the use of cases for policy discussions, they can also be utilized in project analysis, management, enterprise restructuring, privatization and other topics of current interest. These methods are

clearly versatile, indeed general, since they can be applied to any subject that requires information and issues to be organized, analyzed, and brought to a reasonable conclusion. Just as the case method is versatile in its applications, it is also versatile in its forms. The classic "Harvard" case lays out a problem to which there is no obvious answer, offers just enough information to generate more than one reasonable option for a solution, forces analysis, and demands a decision. Larry Lynn, a lecturer at EDI University lists four cases more in addition to the Harvard model: 1) **a policy-making case** recreates a situation in which a person has to establish goals and formulate objectives for an organization, and then design a strategy to achieve them; 2) **an illustrative case** recreates a situation that illustrates a manager or a group of policymakers behaving in a typical manner. It offers a history and calls for an analysis of the decisions, and an evaluation of their quality; 3) **a problem defining case** presents participants with the details of a managerial problem, which they have to identify and define; 4) **a concept-application case** recreates a set of circumstances in which a particular concept, theory, or method can be applied [6, 40]. Although, these methods were first introduced to encourage the use of cases for policy discussions, they can also be utilized in project analysis, management, enterprise restructuring, privatization and other topics of current interest. These methods are clearly versatile, indeed general, since they can be applied to any subject that requires information and issues to be organized, analyzed, and brought to a reasonable conclusion [7, 27]. Students' skills formed in the process of case study are consolidated while modeling the number of other examples taken from above-mentioned sources. Namely here, all the essential features of the future economists may be formed such as: collecting, data handling, putting in order the information about economic phenomena and processes, analysis of the results of economic performance, estimation of its successfulness and possibilities of its improvement, prognostication, perspective and current planning. It's quite natural that knowledge of the economic theory, social sciences, statistics, demography, mathematics, not to mention the field where he (she) is going to work will stand in good stead.

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Г. Дімант

ВИВЧЕННЯ ДІЛОВИХ СПРАВ ЗІ СТУДЕНТАМИ-ЕКОНОМІСТАМИ

Статтю присвячено проблемі використання методу Case Study в процесі навчання студентів-економістів англійської мови. Висвітлено основні цілі та сутність цього методу.