

As well as different types of films, which are called genres, there are some other words that are often used to talk about movies. Here are a few of the most common, with examples:

Cast – all of the actors and actresses in a film

‘Harry Potter had a really good cast.’

Character – one of the people in a film ‘Hermione was my favourite character in Harry Potter.’

Plot/Storyline – the story of a film ‘Shawshank Redemption has a brilliant plot!’

Scene – a small part of a film with one location and one group of characters ‘My favourite scene from Pulp Fiction is the one in the diner.’

Cinema (slang: the pictures) – a place you go to watch movies ‘on the big screen’ ‘Do you fancy going to the cinema/pictures tonight?’

Cheesy/corny – describes a film that is clichéd, too predictable or in poor taste ‘Jaws is just a cheesy film with a rubber shark!’

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## **APPLICATION OF THE CASE STUDY METHOD IN A FOREIGN LANGUAGE TEACHING FOR UNIVERSITY STUDENTS**

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Reforming of the higher education system arouses great interest among university teachers in active and interactive teaching methods and technologies. Such training technologies help to develop professional competencies, as in the context of the transition to a new generation of educational standards, the main thing is the development of the person, his competitiveness and professional mobility. Along with traditional teaching methods, active and interactive teaching technologies are of particular relevance.

Case-study is an interactive pedagogical technology in the field of higher education. It takes into account the specifics of the studied disciplines and contributes to the development of all necessary general cultural and professional competencies. The implementation of such a technology is aimed at solving vital problems based on actual circumstances. Educational and cognitive activity, based on the active use of case-study technology, promotes the formation of

such professionally important qualities as leadership, determination, sociability. As a result of such work, skills to analyze a large amount of information, make a responsible decision with insufficient information are also formed.

The case study method is a teaching methodology that develops critical thinking and communication skills of students' interpersonal communication. This method can be used to encourage students to maximize the use of a foreign language in the lesson. The case study method is interdisciplinary in nature and makes it possible to put theoretical knowledge into practice.

The case method was first applied in the educational process in 1870 in Harvard Law School, by the Dean of the Law School, Professor of Law Christopher Columbus Langdell. Using Socratic method (question – answer), developing the trial and error method, he invited students to work with primary sources (court cases, decisions of the court of appeal etc.), and then draw their own conclusions, present their own interpretations and analysis. At first Langdell's approach sharply differed from traditional teaching (lectures, seminars) by inductive empiricism and was met with enormous resistance.

Despite this, over the first three years, the method was established not only at Harvard. Its uniqueness and effectiveness was appreciated in six other law schools. Instead of traditional lectures, students considered, discussed real, legal situations that occurred in life. Students prepared for classes in advance, studying real documents. This experience exceeded all expectations and was soon recognized as promising. And its implementation began at Harvard University also in the teaching of medicine and business administration. In Soviet didactics, the case was introduced into the educational process by S. T. Shatsky. But in the 30s, this method was banned. The case returned to the post-Soviet education in the 90s of the twentieth century and became fairly popular. The initial idea overgrew with new meanings, various options and new variations appear, and they are increasingly moving away from the original source.

The case study has a number of advantages. It develops critical thinking; improves the organizational skills of students ( the “cases” often contain a large the amount of information that needs to be compressed into logical pieces and present a clear problem); develops communication skills, because the use of “cases” contributes to their improvement in oral and written communication; forms managerial skills (conducting meetings, business negotiations, presentations, etc.). The case study plunges students into real life situations, requiring them to participate in management communication; stimulates collective activity and teamwork skills in a foreign language environment. Communication at lessons related to the work on the case study suppose dispute, discussion, argumentation, description, comparison, persuasion and other speech acts, training the skill of developing the right strategy speech behavior, compliance with the norms and rules of English communication. Student's comments on the content of the case are assessed by the teacher in the following

skills: analytical, managerial, adoption skill decisions, interpersonal skills, creativity, skill oral and written communication in English (lexicographic aspect). Therefore, the case method includes both a special type of educational material and special ways of its use in educational practice of the English language.

The case study is recommended to be presented in 5 steps:

The first stage is an introduction to the situation, its features. The second stage is the identification of the main problem (main problems), the identification of factors and personalities that can really affect. The third stage is proposing concepts or topics for a brainstorming session. The fourth stage is analysis of the consequences making this or that decision. The fifth stage – solving the case is offering one or more options (sequence of actions), indicating the possible occurrence of problems, mechanisms for their prevention and solution

During the practical use of the case method, difficulties may arise, especially for students with a weak level of language training, so the differentiation of tasks in terms of complexity and volume of completion, stimulation and leading questions of the teacher should help to remove difficulties and implement effective speech communication for all students in a given situation. For successful work with cases students need a certain stock of knowledge, a sufficiently high overall level of English language proficiency and formed communication skills. Being a complex and effective learning method, case technology is not universal and is used especially successfully only in combination with other methods of teaching foreign languages. The use of the case-study method in combination with traditional forms of learning helps to optimize the educational process, allows for successful assimilation of educational material and its productive use, and increases the motivation of students to learn a foreign language. It is important for students to have the opportunity to apply the language material they have learned on the basis of their professional knowledge creatively and allow them to adapt to real and potential situations.

Cases can be offered in various forms: resources from the Internet and periodicals, articles from encyclopedias, announcements, financial and economic reports, letters, materials from archives, and even form of audio and video formats. The main thing is that the information presented in the case has a clear and accessible structure with acceptable and understandable definitions and accurate data. Presentation of situations in various formats (text, video, audio) allows the teacher to conduct work on various aspects of the language and form students' speech skills, as the perception of foreign language information on listening or reading. A situational analysis in teaching foreign languages of students contributes to the formation of a communicative foreign language and professional competencies.

In choosing a topic, an individual approach is important and that is relevant for this or that group of students. It is necessary to focus on the features of the team: age, country, nationality. The selected information should be relevant and acceptable for this particular group of students. It also should take into account national traditions and mentality. Teaching the standard situations of foreign language communication, the teacher needs to pick up some similar cases (multiple case study), united by one topic. This will allow students to make a comparative analysis of each case and to trace how one speech intention can be expressed in different linguistic ways.

There are some special rules while choosing a topic for the case:

1. The specifics of the topic should be simple, that is, the study of the sphere/problem should not take more resources than the study of tasks.
2. The topic should be common, data or statistics are freely available.
3. The topic should be “real”, the student should not be distracted by “fiction” in the process of solving.

Thus, 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. It stimulates the independent acquisition of knowledge and gives students the opportunity to use and demonstrate their best aspects in class. This method involves everyone in vigorous activity. This is a great advantage for groups in which there are students with different levels of study language proficiency. No less important is the fact that the case study active learning method affects the professionalization of students, helps them grow up, and forms an interest and positive motivation for learning. If this method is applied repeatedly, students develop stable skills to solve practical problems.

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