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ВІДОМОСТІ ПРО АВТОРА

ЖИРОВ Олександр Анатолійович – кандидат педагогічних наук, доцент, доцент кафедри хореографії Полтавського національного педагогічного університету імені В. Г. Короленка

Наукові інтереси: проблеми мистецької освіти, питання вдосконалення освітнього процесу зі спортивних

бальних танців, розвиток української народної хореографії.

INFORMATION ABOUT THE AUTHOR

ZHYROV Oleksandr Anatoliyovych – Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Choreography, Poltava V. G. Korolenko National Pedagogical University

Scientific interests: problems of art education, issues of improving the educational process in sports ballroom dancing, development of Ukrainian folk choreography.

Стаття надійшла до редакції 29.09.2024 р.

УДК 378.018.8:373.5.011.3-051:811.111]:378.147:[37.016:811.111](045)

DOI: 10.36550/2415-7988-2024-1-216-171-176

ЖУПАНИК Ольга Ігорівна –

викладач кафедри англійської мови та методики її навчання

Уманського державного педагогічного

університету імені Павла Тичини

ORCID: <https://orcid.org/0000-0002-0567-8158>

e-mail: o.i.zhupanyk@udpu.edu.ua

ОСОБЛИВОСТІ ВИКОРИСТАННЯ КЕЙС-МЕТОДУ НА ЗАНЯТТЯХ АНГЛІЙСЬКОЇ МОВИ У ПІДГОТОВЦІ МАЙБУТНІХ ВЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ

У статті представлено результати дослідження, метою якого є вивчення кейс-методу як однієї із форм інтерактивного вивчення англійської мови, а також аналіз ефективності його застосування на заняттях в педагогічних закладах вищої освіти України. Об'єктом дослідження визначено професійну підготовку майбутніх вчителів англійської мови. Предметом дослідження є засоби та технології використання кейс-методу на заняттях з іноземною підготовкою.

У роботі визначено умови для результативного використання цього методу з метою розвитку критичного мислення, здатності чітко формулювати та захищати свою точку зору, подолання мовних бар'єрів у спілкуванні з іноземцями, та перевірки знань здобувачів освіти у реальних сценаріях. Встановлено, що обраний метод дійсно заохочує творче вирішення проблем, покращує навички командної роботи та, зрештою, покращує загальну якість освіти.

Також було опрацьовано велику кількість методичної і педагогічної літератури, здійснено порівняння, узагальнення та систематизацію наукових праць з теми дослідження. Проаналізовано термін «метод кейсів», та встановлено основні особливості та труднощі у його використанні на заняттях з англійської мови.

Дослідження містить теоретичне обґрунтування важливості використання методу кейсів на уроках іноземної мови у поєднанні зі застосуванням автентичних англійських матеріалів, підкреслюючи необхідність оптимізації обраних інструментів відповідно до потреб здобувачів освіти.

У статті також зазначено, що впровадження кейс-методу в освіту потребує значних зусиль як від викладачів, так і від здобувачів освіти. Ситуація, що обговорюється, має бути актуальною і зрозумілою. Незважаючи на те, що цей інтерактивний метод є дуже корисним і популярним, необхідний уважний розгляд при виборі та застосуванні «кейсів», оскільки його використання може спричинити численні проблеми та складності.

Саме тому, на основі отриманих у процесі дослідження даних було розроблено рекомендації щодо ефективного застосування кейс-методу у підготовці майбутніх вчителів англійської мови, зокрема важливість поєднання цього методу з іншими, правильного підбору автентичних матеріалів та ретельного планування оцінювання результатів навчання.

Ключові слова: метод кейсів, освіта, іноземна підготовка, технології, комунікація, мовні навички, професійна підготовка.

ZHUPANYK Olha Ihorivna –

lecturer of Department of English Language

and Methods of Teaching

in Pavlo Tychyna Uman State Pedagogical University

ORCID: <https://orcid.org/0000-0002-0567-8158>

e-mail: o.i.zhupanyk@udpu.edu.ua

PECULIARITIES OF USING THE CASE METHOD IN ENGLISH LANGUAGE CLASSES IN THE TRAINING OF FUTURE ENGLISH LANGUAGE TEACHERS

The article presents the results of a study aimed at examining the case method as a form of interactive English language learning and analyzing its effectiveness in classes within pedagogical institutions of higher education in Ukraine. The object of the research is the professional training of future English language teachers, while the subject of the research is the tools and technologies used in applying the case method in foreign language instruction.

The study outlines the conditions for the effective use of the case method to develop critical thinking, the ability to articulate and defend one's point of view, overcome language barriers in communication with foreigners, and assess students' knowledge through real-life scenarios. The findings suggest that the method fosters creative problem-solving, enhances teamwork skills, and ultimately improves the overall quality of education.

Additionally, a significant amount of methodological and pedagogical literature was reviewed, and scientific works on the research topic were compared, generalized, and systematized. The term «case method» was analyzed, and the key features and challenges of its use in English language instruction were identified.

The study provides a theoretical justification for the importance of using the case method in foreign language lessons, combined with authentic English-language materials, and emphasizes the need to tailor the selected tools to the needs of students. The article also highlights that the implementation of the case method in education requires considerable effort from both teachers and students. The situations discussed must be relevant and comprehensible. While this interactive method is highly effective and popular, careful selection and application of cases are essential, as its use can present various challenges and complexities.

Based on the research findings, recommendations were developed for the effective use of the case method in training future English language teachers. These include combining this method with others, selecting appropriate authentic materials, and carefully planning the assessment of learning outcomes.

Key words: case method, education, foreign language training, technology, communication, language skills, professional training.

Formulation and justification of the relevance of the problem. Our world is constantly evolving, with globalization processes deepening and new technologies emerging. In this context, the use of a foreign language plays a pivotal role as an effective tool for fostering dialogue between the cultures and civilizations of the modern world.

Mastering English requires the acquisition of several linguistic competences, with socio-cultural competence being one of the key ones. A modern individual must possess knowledge of other countries' cultures. Etiquette conventions are essential in language learning, as ignorance of them can lead to misunderstandings and contribute to the formation of stereotypes and prejudices.

A linguistic and regional approach to foreign language teaching offers a solution to these and other challenges. This approach involves gradually incorporating additional background knowledge and language tools that correspond to this knowledge in lessons. These elements should align with the content and complexity of textbook materials and consider students' language proficiency levels. At advanced stages of foreign language study in higher educational institutions, it is essential to systematize learned lexical units, particularly when introducing new topics. The systematization of vocabulary is especially important and can be achieved by detailing and summarizing the acquired material, classifying phenomena, and presenting information in a critically analysed and transformed form.

To immerse students in the linguistic environment of the countries whose language they are studying, the case method is widely used. Historically, this method was primarily employed in faculties of law, management, marketing, and finance. However, it has now gained widespread use in foreign language training. Many surveys suggest that the knowledge acquired in foreign language training classes is insufficient for practical, real-life language use. Learners often struggle to select appropriate lexical units during communication, recognize different accents, and interpret non-verbal language cues, among other challenges. The limited research on the application and effectiveness of the case method in Ukrainian contexts led to the selection of this research topic and underscores its relevance.

Analysis of recent research and publications. It should be noted that the case method, also known as situational analysis, was first introduced at Harvard Business School in the mid-20th century. Today, this topic is widely researched by both Ukrainian and foreign scientists, such as Guz A., Grosse U., Kobzei

N., Kovaleva S., Lane H., Lysyuk S., Michiel R., Pavlovich A., Pryimak C., Scales P., and Sheremeta P.

The aim of our research is to examine the case method as a form of interactive learning and to identify the conditions for its effective use in fostering students' creative assimilation of English-language professional knowledge in higher educational institutions. Additionally, we seek to develop relevant language and speaking skills. We define the professional training of students in higher educational institutions as the object of our research. The subject of the research is the means and technologies employed in using the case method in higher educational institutions. Research materials and methods: theoretical – analysis, synthesis, comparison, generalization, and systematization of scientific research.

Presentation of the main research material.

There are many definitions of the case method. Among Ukrainian scholars, it is commonly defined as «an activity based on the use of authentic materials (not pre-prepared or printed in foreign language textbooks) that introduce students to real-life problems and situations requiring analysis and solutions». Traditional content typically includes dialogues and reading texts on various business topics. This method offers an integrated approach to language learning, developing essential skills such as reading, speaking, and listening [5].

However, Ukrainian scholars were not the pioneers in recognizing the application of the case method in educational practices. As it was mentioned above Harvard Business School was one of the first institutions to discuss this method. They provide the following definition of this term: 'A learning method in which students and teachers engage in direct discussions of business situations and problems. These cases, typically prepared in written form and based on the real-life experiences of entrepreneurs, are read, studied, and discussed by students. They serve as the basis for conversations and group discussions under the guidance of a teacher. Therefore, the case method is both a specific type of educational material and a distinct way of utilizing this material in the educational process' [4].

It should be noted that later scientists Henry Lane defines a case as a situation analyzed by an individual for the purpose of making a decision [9, p. 23].

The English scholar James Mitchell considers a case to be a detailed examination of an event that illustrates a general principle [10, p. 11].

Ukrainian scientist Natalia Kobzei also emphasized the importance of using case methods, alongside other interactive methods, as they aim to teach students to work not only individually but also in

teams. The essence of this method is to present educational material in the form of a specific problem (case), which students can solve only through active, creative engagement. This process involves searching for information, clarifying the nature of the problem, gathering diverse perspectives, and ultimately drawing appropriate conclusions while acquiring new knowledge [2].

Thus, the case method is a learning approach designed to enhance skills in searching, identifying, categorising, selecting, and solving problems, as well as working with information. It also focuses on understanding the significance of details and background information described in each situation. Additionally, this method fosters the development of skills in analysing and synthesising information, drawing conclusions, and evaluating alternatives during decision-making processes [6, p. 47].

It should be noted that this method can be effectively applied in frontal, pair, and group work. Additionally, during lessons, it can be combined with other methods such as the project method, discussions, and debates. Students can also be encouraged to create their presentations and participate in roundtable sessions.

According to American scholar Peter Scales, the case method is an educational approach based on real-life situations, primarily aimed at high school students and those in higher education. By solving problems that include contextual information, students have the opportunity to apply previously acquired knowledge in practice, thereby enhancing their skills in systematizing information, identifying issues, and solving problems [11, p. 9].

Another scholar, Christina Gross, in her work «*The Case Study Approach to Teaching Business English*» highlighted the significant advantages of using this method in teaching English for business communication. She argued that the case study method integrates the latest techniques proposed by both researchers and teaching practitioners [8]. All of them emphasize learning a foreign language through content rather than through traditional grammar and vocabulary exercises.

In addition, Pavlo Sheremeta observes that the main goal of the case method is not merely to transfer knowledge, as is done in traditional teaching methods (such as storytelling, demonstrations, and lectures), but to teach the ability to handle unique and non-standard situations, which we typically encounter in real life. When applying the case method, the focus shifts from the process of knowledge transfer to the development of analytical and decision-making skills. This is the key feature of this approach [6, p. 25].

It should be noted that professionally oriented content generates greater interest among students and plays a more significant role in language learning compared to abstract topics that are disconnected from real-life applications. Such practical topics are more likely to be useful after the completion of their studies.

However, using this method in English classes can also cause a number of difficulties for school teachers and university lecturers.

According to several scientists, the case method has certain disadvantages and challenges in its application. For example, Andrii Guz points out that «the main disadvantage is the significant amount of time required to create a carefully developed case, as well as the potential for factual or methodological errors. As is well known, in traditional classes, there is the possibility of adjusting materials to make them simpler or more complex. However, when creating a case, it can be extremely difficult to differentiate tasks according to the abilities of a specific group of higher education students. Thus, the teacher’s or facilitator’s professionalism in working with cases directly impacts the success of the learners» [1].

It should be said that the case method is a relatively new pedagogical technique in modern teaching methods. Thus, Svitlana Kovalyova also notes that ‘the use of cases in Ukraine faces potential challenges related to unpredictability, a multivariate student environment, and co-creation in the process of mutual knowledge exchange. It also requires an understanding of the psychology of colleagues from other countries, for whom this method forms the foundation of their pedagogical education [3].

The scientist argues that the key issue lies in shifting the overall approach to teacher training, transitioning from a traditional informational model to a problem-based methodological approach that focuses on developing specific strategies for solving common pedagogical challenges.

Since the purpose of our research is to study the case method as a form of interactive learning and to examine the conditions for its effective use in the educational process, we decided to conduct an experimental study involving first-year students from the Faculty of Foreign Languages at Pavlo Tychyna Uman State Pedagogical University.

Given that there are various approaches to using the case method in English language teaching, we decided to select the most suitable scenario proposed by Svitlana Kovalyova in her work *Technology of Application of the Case Method in Professional Teacher Training in Ukraine* [3]. The author explains that an educational session using the case method is generally divided into three stages (see Table 1).

Table 1

Algorithm for applying the case method in an English class

Stages of organization and interaction		
Stage 1. Organizing work on the case	Stage 2. Directly working on the case	Stage 3. Summarizing the results
1) familiarizing students with the case content.	1) analyzing the case: students independently examine the information and note relevant data over 10–15 minutes; 2) discussing the case: the teacher evaluates the level of understanding, summarizes the discussion, and outlines the agenda for the	1) the teacher provides detailed comments, explaining the goals and tasks for each subgroup.

	first lesson; 3) forming working subgroups (teams) of 3–5 students, with each subgroup positioned in different parts of the classroom; 4) selecting moderators for each subgroup; 5) assigning topics, which are distributed by the teacher, considering the preferences of each subgroup (if the topic is the same for all, the teacher announces it along with the deadlines for completion and presentation).	
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This study aimed to investigate students' performance on the unified English language test after one month of daily use of the case method in Practical English, Practical Phonetics, and Practical Grammar classes. Two groups of first-year students from the Faculty of Foreign Languages (26 students in total) participated in the study. The respondents were divided into two groups: an experimental group (13 participants) and a control group (13 participants).

In the first part of the experiment, participants took a mock test to assess their language proficiency scores. Additionally, to highlight the challenges students and teachers face when using the case method during lessons, we created special questionnaires for the teachers and students.

These questionnaires included the following questions:

- What is the case method in education?
- What is the primary purpose of using the case method in learning?
- How often do you use this method in your classroom?
- How can the case method be applied in group, pair, and individual learning activities?

- What specific skills does the case method aim to develop in students?
- How does the case method help students in problem-solving and decision-making?
- What are the key advantages of using the case method in language learning, especially for business communication?
- What challenges might arise when using the case method in an educational setting?
- How does the case method encourage active student participation and creativity?
- How does the case method prepare students for real-life professional situations?
- After the collecting needed data, I ran the stage of its processing and displaying.

After conducting the initial survey and gathering the necessary data, we proceeded to analyze the results.

Based on the responses of educators and students, we compiled a comparative table describing the main difficulties faced by participants in the educational process during the application of the case method (see Table 2).

Table 2

Problems that arise in the participants of the educational process when using the case method

Problems identified by teachers	Problems identified by students
Poor time management	Incomprehensibility and vagueness of teachers' instructions
Varying levels of student participation	Necessity of preliminary preparation for the lesson
Difficulties in relating theory to practice	Language proficiency issues
Difficulty in finding and selecting relevant authentic materials	Fear of making mistakes
The need to find topics that are relevant to real communicative situations	Limited critical thinking skills
Dealing with cultural and social differences	Collaborative work challenges
Assessing student' contributions	Difficulties in listening and comprehension
Insufficient material and technical resources	Lack of concentration

After completing the questionnaire, the students were introduced to a specially designed computer test to ensure objective results. Their performance was evaluated using a 100-point grading system. The difference between the post-test and pre-test scores was then calculated to determine the percentage of students who improved their communication skills.

The first round of the research (pre-test scores) is presented in a comparative chart (see Chart 1).

The following step was to pinpoint the main challenges encountered by both teachers and students when teaching and learning listening skills. During this phase of the experiment, the experimental group (15 participants) underwent two months of targeted instruction (20 lessons) on listening comprehension strategies, while the control group (15 participants) did not receive any explicit training in this area.

Chart 1

The comparative analysis of the respondents' scores in the unified English language test at the beginning of the experiment

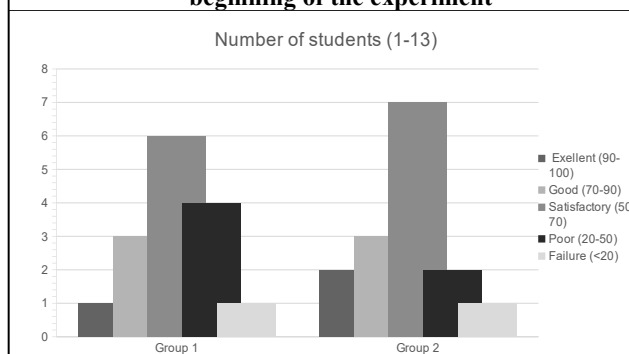


Chart 1. The comparative analysis of the respondents' scores in pre-test

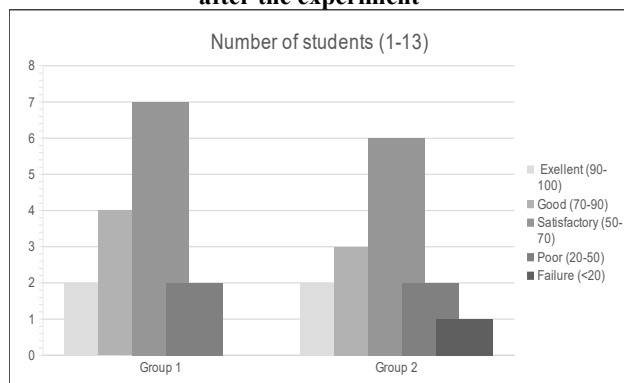
After implementing the case method, we conducted a follow-up survey using the After the implementation of the case method, we ran the re-survey using the same questionnaires to compare results before and after the experiment using the method of comparative analysis.

Analyzing the data, a clear trend can be observed in the increase of students' academic performance and improvement of their communication skills. The participants in the experimental group became much more interested in English, began listening to songs and audiobooks in the original language, and also attempted to watch movies in English and communicate with each other in English. Meanwhile, the results of the control group remained unchanged. What is more the majority of participants in the experimental group (72%) rated their communication skills level as sufficient or high. According to their own observations, they have significantly improved their skills.

After the second self-evaluation students were introduced to come up with the unified English language test again. The results after the second round of the research are presented in a comparative chart (see Chart 2).

Chart 2

The comparative analysis of the respondents' scores in the unified English language test after the experiment



Based on the collected data, a notable improvement in student scores is evident. Furthermore, it appears that the average results are expected to rise significantly. In conclusion, the techniques and methods applied proved effective, and positive trends have been observed. Overall, student efficiency during lessons increased by 60%.

After conducting the experiment, we were able to determine the following recommendations regarding the application of the case method in English language classes in the training of future English language teachers:

1. While being a complex and effective learning method, the case method is not universal and is most effective when used in combination with other methods for learning foreign languages.
2. The application of the case method assumes that students already possess a certain level of basic language knowledge. When developing linguistic competence through this method, significant attention is given to working with vocabulary and adapting it to the students' proficiency levels.
3. The situation that students work on in class must be based on a real-life case, which presents

significant challenges in selecting appropriate situations.

4. When planning such an activity, it is imperative to think through the assessment-resultative component in advance.

5. Special attention must be given to the organizational component when working with this method of interaction. The analysis of specific situations chosen by the teacher follows this algorithm: preparation (defining the goal and developing a specific situation and lesson plan), familiarization (choosing the optimal form of material presentation for familiarization), analysis (starting the case discussion), and conclusions (presenting group solutions).

6. The case method always involves independent work by students, which can pose challenges for those with a lower language proficiency. Therefore, special attention must be given to carefully selecting high-quality authentic materials when using the case method.

Given the importance of selecting appropriate original English-language materials, we have outlined the following criteria for their selection:

- suitability for the age and language level of the students;
- alignment of the materials with the educational goal and the lesson topic;
- genre classification;
- functionality of the material;
- consideration of speakers' accents and pronunciation characteristics;
- adherence to socio-cultural norms (accurate representation of gender roles, respectful portrayal of different faiths, absence of political bias, racism, etc.);
- method of presentation, etc.

Conclusions and prospects of further exploration of the direction. We fully concur with scholars who assert that the case method is one of the most effective approaches to classroom interaction. It enables students to apply previously acquired theoretical knowledge in practical contexts. Additionally, this method fosters critical thinking, evaluation, and the ability to articulate and defend one's perspective. Therefore, using this approach in foreign language learning, particularly for future English language teachers, helps overcome language barriers in communication with foreign partners, tests students' knowledge in real-life scenarios, encourages creative problem-solving, enhances teamwork skills, and ultimately improves the overall quality of education.

However, it is important to acknowledge that implementing the case method in education demands considerable effort from both teachers and students. The case discussed must be relevant and comprehensible to the learners. Although this interactive method is highly beneficial and popular, careful consideration is required in the selection and application of cases, as its use can present numerous challenges and complexities. Successful application of the case method is contingent upon adhering to the recommendations we have previously outlined.

The findings of this study can be applied in practical English language courses, such as English phonetics, grammar, teaching methods, and other

related disciplines focused on learning English as a second language. Further research on the case method may focus on developing practical frameworks and algorithms for its use in educational settings, as well as evaluating its effectiveness across different age groups.

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ВІДОМОСТІ ПРО АВТОРА

ЖУПАНИК Ольга Ігорівна – викладач кафедри англійської мови та її навчання Уманського державного педагогічного університету імені Павла Тичини.

Наукові інтереси: педагогіка вищої школи, вивчення англійської мови в закладах вищої освіти України.

INFORMATION ABOUT THE AUTHOR

ZHUPANYK Olha Ihorivna – lecturer of Department of English Language and Methods of Teaching in Pavlo Tychyna Uman State Pedagogical University.

Scientific interests: higher school pedagogy, studying English in higher education institutions of Ukraine.

Стаття надійшла до редакції 01.10.2024 р.