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MODERN ISSUES IN TEACHING ENGLISH FOR SPECIFIC PURPOSES

Nowadays a wide cooperation between countries in terms of science, education, economics, engineering and agriculture is developing. All the fields are interrelated with the basis and demands of training professional personnel. The training of agrarian specialists plays an important role certainly. Agriculture is supposed to be one of the most influential economic sectors not only in Ukraine, but all over the world. For further exchange of information, joint production, joint projects, discussing challenges, students exchange, academic mobility - all require specialists not only qualified in the field of agriculture but also competent in mastering the language, especially English. In the sphere of the development of international cooperation the main goal of state educational policy is to implement a set of means to create an integrated system of international linkages in the educational field which would cover both international and national markets for educational services. Internationalization of State Agrarian and Engineering University in Podilya and integration of science-education-industry and the ever-changing demands of modern society require changes in the content of studies and English language teaching methodology. Modern foreign language teaching should combine theoretical and practical learning. We suggest analyzing case method, as one of the non-traditional methods which is consistent with research on foreign language acquisition and gives guidelines for teachers in implementing them in classes or programs for agrarian university students in learning English and outlines the benefits and challenges of case study method with English language learners. The Harvard Business School first used case studies over seventy years ago to teach its graduate students how to analyze actual or simulated business problems. Following Harvard's successful model, business schools around the world have made the case study approach an integral part of their curricula. Case study is an intensive analysis of an individual unit

(as an event, a person or type of behavior, institutional group or culture) stressing developmental factors in relation to environment. This is a method of research by which accumulated case histories are analyzed as primary authorities instead of textbooks [1, 44-45]. One option for teaching English as a foreign language in technical university is using case study method. Unlike traditional lecture-based teaching where student participation in the classroom is minimal, the case study method is an active learning method, which requires participation and involvement from the student in the classroom. For students who have been exposed only to the traditional teaching methods, this calls for a major change in their approach to learning [2]. Typically students are involved in discussions on particular problems and work out solutions or recommendations through their active group work. Case studies are also excellent topics for dialogues. It is common that each case study ends with a realistic writing task reflecting the real world of professional correspondence. To be successful in using case studies a teacher should consider the level of students' language knowledge. Classroom applications of the case study method include: – free discussions; – directed discussions; – group research work; – written tasks [3], and other types of activities. The case study method also incorporates the idea that students can learn from one another by disputing with each other, by asserting something and then having it questioned.

Language Portfolio is a set of documents that contains information about student's language learning experiences, the level of different language skills – writing, reading, speaking, listening, and translation, and samples of those skills. It promotes language learning and the development of cultural competence. Frequently it comprises three parts: a language passport, a language biography and a dossier [1, 44-45]. Its language passport allows language learners to summarize their language learning experiences and to describe them in a meaningful way using the terminology of an international rating scale. The language biography focuses on the five C's of language learning: Communication, Culture, Connections, Comparisons, and Communities. It provides learners with an opportunity to assess for themselves their language learning progress in five skill areas. It also encourages them to set personal goals in language learning and intercultural competence development, and to plan strategies to meet their individual goals. The dossier both stores samples of a learner's speaking and writing, and documents results of the learner's language tests and other professional certifications. R.W. Langacker (1991) notes that continuous interacting with the culture and mentality forms a native speaker as a person belonging to a given sociocultural community, imposing and developing the system of values, morals, behavior and attitude to the people [4]. Case studies can be especially effective if they are paired with a reading assignment that introduces or explains a concept or analytical method that applies to the case.

Case studies can be a powerful strategy to use for helping students learn critical thinking processes that are key to interpreting and responding to literature and writing. Some of the major benefits of applying case methods are: cases provide an environment for active learning; they encourage the creation of a community of learners; cases help students tap into their prior knowledge; and cases help students come to understand the

characters, concepts, and themes in the literature, primarily through discussion and debate.

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ВИКОРИСТАННЯ ТРЕНІНГУ ЯК ЕФЕКТИВНОГО МЕТОДУ НАВЧАННЯ СТУДЕНТІВ

Сучасний процес навчання неможливо уявити без методів, що забезпечують максимальну активізацію творчого потенціалу студентів - активних методів навчання. Активні методи навчання - система методів, що забезпечують активність і різноманітність розумової та практичної діяльності студентів у процесі засвоєння навчального матеріалу. Серед безлічі методів активного навчання варто виокремити тренінг. Згідно з поширеним визначенням, тренінг - це групове заняття психологічної спрямованості під керівництвом досвідченого психолога, що спрямоване на розвиток необхідних знань, умінь, навичок людини, а також краще розуміння себе та інших.

Тренінг - це один із провідних активних методів навчання, оскільки виконує