

CASE STUDY METHOD IN THE PROCESS OF TRAINING OF FUTURE LAWYERS AND LAW ENFORCEMENT OFFICERS (ON THE EXAMPLE OF THE ENGLISH LANGUAGE LEARNING)

Vasylenko Valentyna

Candidate of Philological Sciences, Associate Professor
Head of Humanitarian Disciplines Department
Sumy Branch of Kharkiv National University of Internal Affairs

Samoilova Yuliia

Candidate of Pedagogical Sciences, Associate Professor
Associate Professor at Humanitarian Disciplines Department
Sumy Branch of Kharkiv National University of Internal Affairs

Matviievskiy Denys

first-year student
Sumy Branch of Kharkiv National University of Internal Affairs

Seliunina Nadiia

second-year student
Sumy Branch of Kharkiv National University of Internal Affairs

The global development of technologies and their presence in all spheres of modern life also influenced the formation of the modern educational sphere. Modern society needs new specialists who can be competitive on the international and domestic labor markets. Accordingly, the role of the teacher, including the English language teacher, is also changing. A modern teacher must not only be able to adapt to the new, but also be able to anticipate events and take a proactive position. Methodological support of higher educational institutions should have a pronounced tendency towards practical orientation, reflection of current trends, avoidance of excessive theorizing, which cannot be used in practice. The formation of a specialist of a new level, who possesses critical thinking, professional competence and the ability to make decisions in unstable fast-moving situations, including through the means of a foreign language, taking into account the peculiarities of the culture of another nation, involves the use of the latest methods. Among such methods, in our opinion, the case method deserves special attention.

Such foreign scientists-pedagogues as P. Daly, D. Thomas, H. Lane, Laurence E. Lynn, D. Schodt made a significant contribution to the development and implementation of the case method in the educational process. Leading researchers of this issue believe that there are two schools of the case method - Harvard (American) and Manchester (European). Within the framework of the American school, the

purpose of carrying out case situations is to find the only correct solution. The European school teaches based on multivariate problem solving.

It is believed that the case method was first used at Harvard Business School in 1924. Harvard Business School faculty quickly realized that there were no textbooks suitable for a graduate business program. When applying the case method, students were given descriptions of a certain situation that a real organization faced in its activities in order to familiarize with the problem and search for its solution during a collective discussion.

The case method is a method of active problem-based learning based on solving specific learning situations. It is important to note that each of the situations considered in the case must meet four conditions:

- 1) improvement of practical skills; directing the search for appropriate ways, possible reactions to various situations, the use of specific tools and concepts;
- 2) consideration of situations faced by specialists of one or another specialty in specific conditions;
- 3) sharpening the students' interest in the issues that arise before them, emphasizing their significance;
- 4) truthfulness and realism without overloading with details [1, p.26].

For example, you can propose the following situation for students' consideration and offer to provide their methods of solving the case:

«Rorting cabbie spared jail for \$66,000 maxi-taxi fraud.

A taxi driver who pocketed \$66,000 by claiming trips that never took place and other fees on the discount cards of disabled passengers has been spared jail.

As the driver of a maxi taxi, Hong Bo Lai was entitled to charge a \$15.60 fee to move a passenger's wheelchair in and out of his cab, and to swipe discount cards issued under the Taxi Services Commission's multi purpose taxi program, which provides half-price fares subsidies.

But Lai used the discount cards of 17 disabled passengers to claim scores of phantom trips between June 2011 and March last year.

During that time he also restarted his meter during genuine trips to accrue bogus lifting fees.

Lai, 52, last week pleaded guilty to 17 counts of obtaining property by deception in Melbourne Magistrates Court. The court was told Lai only stopped offending when he realised he was being investigated by the commission.

Magistrate Donna Bakos on Monday told Lai his offending had had the potential to deny a disabled person discounts on fares given the finite funding devoted to the subsidy program.

"The offending was repeated over a 21-month period and a significant sum of money was taken. Further, that significant sum of money was taken from your employer and it was effectively stealing from the public purse," she said.

But Ms Bakos acknowledged Lai had defrauded the program after the maxi taxi licence he had bought for \$430,000 in April 2010 had lost most of its value when, three months later, the government released 350 similar licences.

The magistrate also noted Lai had paid back the \$66,460 he defrauded, and had experienced embarrassment, a loss of honour among his family and remorse since his offending was exposed.

Ms Bakos imposed a six-month jail term but wholly suspended it for 12 months.

Lai, of Blackburn South and a taxi driver for almost 10 years, could also face disciplinary action from the taxi commission. Last week's hearing was told he was anxious at being stripped of his taxi licence by his employers.

Ms Bakos also ordered Lai to pay \$1000 to meet the taxi commission's legal costs.

Taxi Services Commission chief executive Marnie Williams said in a statement that the program was designed to help people who put their trust in taxi drivers and who needed help with everyday tasks.

"This type of behaviour is exploiting the most vulnerable in our community and it's appalling," Ms Williams said.

"While I concede that this driver has done the right thing in pleading guilty and making restitution, committing fraud is completely unacceptable." (This story was found at: <http://www.theage.com.au/victoria/rorting-cabbie-spared-jail-for-66000-maxitaxi-fraud-20140616-3a72c.html>).

Questions for discussion:

1. Is this a criminal or civil case? Justify your answer.
2. What court is this matter being heard in?
3. Outline the original and appellate jurisdiction of this court
4. Explain why this case is being heard in this court
5. If this matter was to be appealed, on what grounds could an appeal be granted and what court would the appeal go to?

The case-study method is the most useful and interesting because it provides practice-oriented learning of a foreign language and involves the development of speaking skills, text analysis, memorization of new words, collective discussion of the situation, and individual formulation of conclusions in a foreign language. Students are encouraged to speak in a foreign language to discuss and solve the necessary problem.

Since the case method is interactive in its essence, it wins a positive attitude on the part of students, who see in it a certain game, which contributes to the mastering of theoretical provisions and mastering the practical use of language material. For example, the analysis of different situations affects the professional composition of students of non-language majors. It is also aimed at developing the general intellectual and communicative potential of students and teachers. The case method promotes the development of various practical skills.

The structure of the case method is based on the fact that students encounter a specific case taken from practice. Then, discussing this case in English, they look for alternatives to its solution, propose their own version of the solution, which is clearly justified, and then compare it with the solution that was adopted in practice. There is no one right solution, so after the discussion, a better solution can be chosen. At the same time, students are invited to think about a real life situation, the description of which actualizes a certain set of lexical and grammatical knowledge that must be mastered when solving this problem.

The use of cases in the educational process requires appropriate training not only of students, but also of teachers. Effective use of the case requires careful planning from teachers. D. Thomas in his work "Case Studies for ELT: a source of motivation" offers the following algorithm for developing case method situations:

1. Find a topic that interests students.
2. Work out the necessary links on this topic.
3. Outline the problem and think through its aspects.
4. Put the main aspects on paper [2].

The effectiveness of the activity of the teacher who implements the case method is related to the implementation of the principles of partnership, cooperation with students; use of the latest achievements of pedagogical science and the experience of colleagues; creativity [1, p.120].

The method of applying the case method when studying a certain discipline is as follows:

1. The first stage is preparatory. It is necessary to form working groups, provide the participants with the necessary information about the rules of work and the procedure for performing tasks. Familiarity with the tools offered for solving tasks takes place.

2. The second stage is diagnostic. Participants independently identify the characteristics of problems, tasks, situations presented in the cases, systematize information about the actors of the situations. Make hypotheses, determine ways to test them.

3. The third stage is the stage of solving the case, when the participants "lose" the case.

4. The fourth stage - discussion and reflection of the solved case. If one and the same case is decided by several groups, the subject of discussion is both individual solution options and certain generalized conclusions. The subject of analysis here is the general course of solving cases, reflection of the obtained results and skills for using them in future professional activities.

The main goals of the case method include:

- activation of students, which increases the effectiveness of professional training;
- improving the skills of analyzing situations and finding the optimal number of solutions;
- acquiring the skills of a clear and accurate presentation of one's point of view in oral and written form, the ability to convincingly defend and defend one's point of view;
- development of skills of critical evaluation of different points of view, implementation of self-analysis, self-control and self-evaluation;
- making the right decision based on a group analysis of the situation;
- increasing motivation for the educational process.

The case method, like any other, has its advantages and disadvantages when used in the educational process. In our opinion, the main advantages of the case method in learning a foreign language are:

- improving the level of knowledge of a foreign language in general;

- development of the ability to lead a discussion, to argue answers, which contributes to the development of language without relying on a ready-made text;
- improvement of professional reading skills in a foreign language;
- the use of terms in conversational situations, which contributes to their more effective memorization;
- development of creative thinking;
- development of the ability to publicly present one's work in a foreign language;
- the ability to fully involve students in individual and group work. That is, it contributes to the improvement and development of all those competencies that a future specialist should possess.

But to create and develop a case requires a long time for thorough preparation and there is a difficulty in finding the necessary materials. However, despite this, the use of the case method in teaching English as an effective tool for developing students' flexibility and creative thinking has positive prospects in view of the acceleration of the pace of life and multitasking of students and workers due to the process of globalization in the modern world.

References

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2. David, Thomas (2003). Case Studies for ELT: a source of motivation. *Cahiers de l'APLIUT*, Vol. XXII № 2, 2003. Retrieved from <https://journals.openedition.org/apliut/3730?lang=en>