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**CASE TECHNOLOGY AS AN EFFECTIVE TECHNOLOGY IN TEACHING
PROFESSIONALLY ORIENTED ORAL COMMUNICATION IN ENGLISH**

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Taking into account the new challenges of the present-day information society, as well as the requirements for professionally oriented communication, which any specialist should meet, we may conclude that the issue of teaching English in a non-language institution of higher education is not sufficiently investigated, although much research has been done in this area. Among the factors that prevent achieving the required results in the learning process in higher education institutions, where the language is not a specialty, particular emphasis is laid on the low level of class intensity and rather passive participation of students. The latter problem might be partially solved by increasing students' motivation and introducing new educational materials that would be of great interest for them.

The issue of searching for relevant technologies and adequate exercises is of primary significance in the process of forming the future doctors' skills in professionally oriented oral communication in English. This is the reason why we have proposed a case technology and developed a scientifically based subsystem of exercises for teaching professionally oriented English-language communication to medical students.

The object of research is the process of training future doctors in professionally oriented oral communication. The subject of research is the method of training future doctors of professionally oriented oral communication. The purpose of the study is a theoretical justification of the method of training future doctors of professionally oriented oral communication with the use of case technology.

The work of a medical specialist is based on various models of work with the client, among which the leading one is a problem-oriented model, and requires a specialist to have communication skills, argumentation, counterargumentation, ability to critically analyze and make quick decisions. The main idea of the doctor's activity is to solve the client's problems. Therefore, in the process of learning it is important for us that students will be able to apply the skills acquired in the classes of their main specialty.

Based on the analysis of sources on the study of the peculiarities of the introduction of case technology in the educational process, we offer independent case studies by students. These cases are regarded as scientific-research tools and defined as a description of an actual problem situation, which suggests that the participants of the learning process should prepare the cases independently in order to be able to analyze them, identify the problem and find the possible ways of its solution. To do this, we offer certain requirements for compiling cases in particular: authenticity of sources