

- What new marketing technologies do you know?

IV. CASE-STUDY

An equally interesting interactive method that a foreign language teacher can use when teaching students in economic specialties is the case-study method. Its main goal is to teach future specialists to analyze information, evaluate alternative ways of solving the problem and find the most optimal option out of several possible ones [11].

The following situation may be an example: Hudson, an American company producing high quality suitcases and travel bags engages in severe competition with Asian companies selling the same products at much lower prices. Hudson's market share is plummeting. The company board decides to expand operations and enter the European market. The corporation management is developing appropriate marketing strategies. Students get into groups and act as Hudson Corporation's CEOs. They receive four detailed strategies, examine them carefully, and then hold a meeting discussing the benefits and drawbacks of each marketing strategy within the group. Then the students join up into a single group and make the final resolution as to which two of the marketing vehicles shall be employed to expand the European sales [12; 13].

As exemplified by the above situation, the advantage of the method in question is the ability to develop skills of team work, interdisciplinary awareness, context analysis, choice estimation, and also abilities to present the results of conducted research and to project the consequences of one's resolution.

V. DISCUSSION PRACTISE

Another important interactive method to be employed for teaching English as a foreign language to the students of economics is a discussion practice. Taking part in a discussion is a professionally significant communication situation for economists, still more it demands higher language proficiency and a certain achieved level of professional knowledge, so it is advisable to set up such discussions at final stages of a vocabulary topic study [14]. Generally, the discussion is started by the teacher who is setting forth a controversial issue. For instance, after the "Types of Business Associations" topic is studied, one may offer the students to discuss which organizational form is better, assuming that the participants will be actively arguing on the benefits and drawbacks of private enterprises, partnerships and public companies while giving pro and contra arguments. Note, that for adequate discussion process the teacher must provide conventional phrases of business communication expressing various intentions, e.g. those regulating discussion process ("Shall we get started?" etc), statement arrangement ("There are several points I'd like to make"), expressing confidence or doubt, or agreement ("I'm sure that..." / "It seems to me that..." / "I agree to the point") etc. Group discussion practices ensure topic consolidation and give extra cross-disciplinary opportunities [15].

Thus, it should be noted that interactive methods in teaching English as a foreign language to the students of economics ensure energetic interaction of communication parties. This results in active exchange of professionally significant information in foreign language, cultivates both professional and business communication skills.

Analysis of questionnaire results shows that all students deem interactive methods helpful in English studies, because these methods enliven the process, help to overcome stage fright, promote professional skills development, and benefit communications in the native language of students.

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