

Implementation of problem-based learning methodology at ESP lessons at technical universities

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The paper discusses problem-based learning as one of the up-to-date and effective methodological and pedagogical approaches to both ESP teaching and professional competence development in compliance with the new generation state standards in tertiary education. Learning strategies of the problem-based learning are described using our own experience in organizing the problem-solving activities in professional educational environment as well as analyzing the tried and tested problem situations, tasks, and questions. Their advantages and drawbacks are revealed. We pay special attention to the case study method: lesson organization is described stage-by-stage; examples and recommendations are given; general case analysis outline is introduced; appropriate English set phrases, problem-solving samples, linguistic and empirical data are offered; students' activities are evaluated; teacher's role is thought through. In conclusion, practical applicability of the case study method at ESP lessons is validated.

Keywords: *problem-based learning, English for Specific Purposes, second language teaching methods in academic institutions, problem situation, problem tasks, case study method, learner's creativity*

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