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**Influence of case-study technology on the quality of learning process participants'**
**collaborative activity in ESP teaching**
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The importance of English language teaching and learning has increased dramatically since the 1990s due to such global trends as international exchange and cooperation in various fields. It coincided with the shift from 'Learning English for No Obvious Reason' to 'English to Specific Purposes' [8, P. 324]. As global cooperation affected numerous domains of human activity, the representatives of different occupations expressed demand for language education tailored to their professional needs. New motivation arose: not just to learn a language but to learn a language in order to manipulate advanced intellectual material in it [7, P. 27]. Thus, the concept of ESP as a subset of English language teaching started being formed.

Nowadays, ESP researchers and methodologists name its several core features as:

- *learning within subject-matter field*: profession sets framework for language learning, as ESP is related too particular disciplines, occupations and activities, language learning is centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- *teacher's recognition a learner's nature*: taking into account his/her experience both in the professional field and language learning, his/her profession-oriented motivation, his/her needs and requirements for classroom procedures, course design and content;
- *specific aims and content of language learning:* ESP courses are generally constrained by a limited time period in which their objectives have to be achieved and are taught to adults in homogenous classes in terms of the work or specialist studies that the students are involved in [2, 5].

Such specific nature of language learning and teaching requires particular tools for designing and performing an ESP course. One of them is dialogue, a technique that has proved its effectiveness in teaching. Application of dialogue in education is not a novelty, its effectiveness has been observed by various researchers such as P. Linell, J. Shotter, J. Vella, T. Koschmann, A.D. Korol, Y. Kurganov, E. Bogdanova, L. Balakina, etc. Dialogue fulfills the functions crucial to an individual's progress both in learning and in his/her personal development such as self-cognition through interpersonal communication (M. Bakhtin), finding of meaning (V. Frankl), establishing a relationship of mutual understanding and accepting with another person (K. Rogers), acquiring efficient communicational strategies (L. Balakina), establishing cognitive relations with the domain of culture in order to form the learner's worldview (V. Bibler), provoking intensive thinking for problem solving, learning, and discovery (A. Korol).

Nevertheless, in language learning and teaching dialogue, its essence of true interpersonal interaction that determines fulfillment of its crucial functions is often limited to that between students and teacher. Thus, there are comparatively few opportunities for genuine communication based on mutual interest, uneven distribution of information, the negotiation of meaning, topic nomination and negotiation by more than one speaker, and the right of interlocutors to decide whether to contribute to an interaction or not (D. Nunnan) [6, P. 137].

This contradiction between the rich potential for learner's development provided by dialogue and the nature of language learning and teaching with its lack of genuine, nat-

ural communication can be resolved by organizing students' collaborative activity in which they will be able to manifest their individual differences, find and express their meanings referred to the particular educational content, their views and opinions being engaged in the same time in learning process. This task requires application of specific educational technologies, one of them is case-study.

Application of *case-study* technology during learning process organization is a worldwide practice, therefore, analysis of such technology application efficiency can be found in works of the following researchers: Yu.P. Surmin, V.Ya. Platov, M. D. Beckman,, M. A. Berger, John Boehrer, L. Lappierre, U. G. Mazzucato, Y. Van Stappen and other. The above authors look at efficiency of this technology application from different viewpoints, including its direction towards development of communicative, collaborative activity competences, information gathering and analysis, problem solving, time management, presentation skills as well as increasing the students' enjoyment of the topic and hence their desire to learn (Backx, 2008). A case-study approach to learning encourages students to share knowledge and information through group work and discussions. Backx (2008) suggests that the benefits of the case-based learning include: improved information retention, improved attendance and development of interpersonal skills. Further benefits include:

- real-word context, which illustrates how the material taught applies to the real word;
- motivation of students, as students can see how the material directly relates to the real word and their future careers;
- complexity of the real-word is reflected, demonstrating how data is often not clearly defined;
- opportunity for student to explore multiple perspectives;
- requirement for critical analysis, to analysis data to reach a conclusion;
- synthesis of course content, a case often requires arrange of techniques to be selected and applied.

Elliott (2005) recognizes the benefits of case-based learning, such as a gaining a deeper understanding of ideas and higher student achievement through engagement in the learning process, but also identifies some of the intrinsic factors that may impede student interaction, such as class size and the time of the day.

Along with that our investigations demonstrate that this technology application influences the quality of learning process participants' collaborative activity and thus mediates the manifestation of their individual differences.

Planning of Foreign Language lessons for second-year students at the Institute of Power Engineering of Tomsk Polytechnic University has demonstrated that application of *case-study* technology manifests such individual differences of students as: degree of involvement in setting and solving the collaborative activity organization problems; proficiency in competences of group interaction organization and participation; personal attitude and motivation for subject learning.

Moreover, the conducted research allowed for determining a relation between *case-study* technology application for lesson organization, collaborative activity quality and manifestation of activity participants individual differences.

It should be noted that particularly strong manifestation of individual differences during lesson planning with *case-study* technology is observed in development of students understanding *of modern education quality and essence of their professional activity.* Thus, students involved in lessons planning with application of *case-study* technology, while forming their understanding of modern education, include the characteristic of *col-*

*laborative activity organization quality* in its quality assessment. Meanwhile, students who do not act as lesson planners using the *case-study* technology do not consider the collaborative activity as a characteristic of modern education quality.

Moreover, the students participating in lesson planning with *case*-study technology select the issues concerning essence, purposes and prospects of their professional area as a discussion subject.

In general, the conducted research allows to state the influence of case-study technology on the quality of learning process participants' collaborative activity and thus mediates the manifestation of their individual differences as well as their learning and educational achievements. Finally, in spite of the fact that case-study technology is still a relatively new technology for ESP teaching but its effective use calls for further positive and empirical studies.

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**Actual problems and processes of intercultural communication and intercultural understanding between Russians and Germans**
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When you search for results about intercultural communication between Germany and Russia on Google, the first results you find are guidebooks and websites that give explanations about intercultural communication especially for business etiquette used by managers and for business relations between both cultural areas. These Google results demonstrate that there is a great need for improving intercultural communication between Russia and Germany. It is striking that results about intercultural communication between both countries in other areas of life apart from business relations are rare to find. So the focus coming to communication between Russia and Germany seems to be mostly on business relations and not cultural relations. Also, given that the number of such results in