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TEACHING BUSINESS ENGLISH: THE PROBLEM OF THE USE OF THE CASE METHOD

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ABSTRACT

The article deals with the problem of usage of the case method in teaching business English is viewed as a crucial component of training for formation of business communication skills due to the ability to create and test actual circumstances that students can meet in business communication. The primary pedagogical benefits of employing case studies in corporate English classes are discussed in this study.

The case method is an active learning technique that consists in the use of specific learning situations in the organization of the learning process, aimed at formulating a problem and finding options for solving it, followed by analysis in the classroom. Situational analysis is an active learning technique that calls for both instructor and student interaction in the classroom, in contrast to traditional education that relies on lectures and has little to no student involvement. The primary objective of the essay is to outline the benefits of the case study approach as a cutting-edge way for enhancing learners' linguistic and nonlinguistic skills.

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INTRODUCTION.

There is now a tendency toward the demand for highly skilled individuals who are fluent in English and can communicate well both in casual settings and in professional settings. The most crucial thing they are missing is functionality, and given that modern job markets demand that chartered economists and managers demonstrate knowledge of a very specific foreign language tailored to the demands of future work, the most crucial abilities for a specialist to have are communicative skills that are applicable to the business world. Unfortunately, it has found out that most students are unable to effectively interact in commercial and professional settings.

Most workers and HR professionals who interview candidates in English report that while their foreign language proficiency is typically at an intermediate or even higher level, it is typically limited and limited to general English rather than English for business and economic goals. Therefore, functionality is the most crucial element that they are missing, and given that modern job markets demand that chartered economists and managers demonstrate knowledge of a very specific foreign language tailored to the demands of future work, the most crucial abilities that a specialist should have are communicative competencies that are applicable to the business environment. This requires the system of domestic formation of an innovative approach to the process teaching business English, which is seen in use like this educational technology as a case method The purpose of this essay is to explore such an approach in the context of training business English [4].

METHODS.

In this article, descriptive, observation and case methods are used, since our goal is to investigate, observe and solve the problem of case study in Business English lessons.

DISCUSSIONS.

Incorporating into a curriculum of linked modules and study topics, business English and ESP (English for Specific Purposes) courses concentrate on challenges relating to specialized fields. These classes have to be built around activities that provide students a chance to communicate and connect. In other words, language skills should not be taught apart from other academic requirements by, for instance, focusing on grammatical structures. Universities must offer courses that help students develop language skills that are relevant to their future careers.

Currently, language education is crucial for the educational system because it develops linguists who are capable of solving professional problems on their own and creatively, who are aware of the social and personal importance of learning a foreign language, and who are accountable for outcomes. The language education system enables the development of proficient language users.

One of the options for teaching English as a foreign language in higher educational institution is to use the case study method or otherwise, the case method [1, pp. 94-96]. In contrast to traditional teaching based on lectures, when the participation of students in the class is minimal, the method of situational analysis is an active learning method that requires the participation of the teacher and student participation in the classroom. This necessitates a significant shift in the way that pupils learn if they are used to just traditional teaching approaches. The majority of academics argue that participation in the learning process by the learner increases learning effectiveness [6, p. 135].

The case-study method was first applied at Harvard Law School in 1870, but the active implementation of the methodology began at Harvard Business School in 1920. There are two case-study schools, Harvard and Manchester.

The difference between the two approaches is that the American model is aimed at learning to find the only correct solution, while the second system is aimed at finding various solutions to the problem presented. In the global educational practice, the case-study method became widespread in the 70s-80s of the last century.

The situational analysis method, which has been proven effective in foreign practice business education, is essential for teaching students how to communicate in a foreign language for business because it enables them to understand actual professional situations and keep up with a specific body of knowledge that is necessary to understand this problem. [2, pp. 253-261].

In producing the case, we suggested that the simulated problem contains a number of choices for resolving it. This method's goal is to assess the unique situation presented by the instructor and extra resources, devising the most effective answer and defending one's viewpoint [3].

As a result, we work on the students' oral and written communication skills as well as their professional vocabulary. We also get the students involved in analysis and problem-solving because knowledge isn't always acquired in its final form; it can also be acquired through the process of thinking. Such knowledge is more enduring and priceless, in Socrates' opinion. He regarded the teacher's primary responsibility.

Furthermore, as we select professionally relevant issues for students in circumstances with which they might interact in real life - the case-study technique allows us to improve student enthusiasm in learning a foreign language. And these situations require communication.

Another aspect of the approach is that students and teachers work together to learn, implying equality in the debate of the issue. Students did not get pre-made information during class, instead coming to their own conclusions.

When the instructor creates a model of a certain scenario that may happen in real life, we can observe the essence of the approach in the autonomous work of students in a synthetically generated professional environment. The learner gains a certain set of information and abilities after solving the case. The scenario model is a multi-page text.

Evan Frendo has equally upbeat views on the case study approach used to address intercultural training in a business English course in his book *How to Teach Business English*. According to him, teachers "present learners with a problem that has to be solved by using case studies or crucial situations. failure of the technique" Because they are not directly invested in the problem, they are able to debate the concerns objectively and choose a plan of action. He defines a case study enabling learners to look

at a particular business problem from various perspectives. The problem may have nothing to do with their own line of business, and they may or may not be asked to produce a solution. Case studies are suitable for all types of business English learner (except perhaps for those still at a low level of English language competence), because the information needed to address the problem is normally included in the data provided, although with some pre-experience groups additional background information may be necessary. Case studies often require learners to use a variety of different skills in order to complete the tasks set; the required skills may include writing, speaking, presenting, listening, and so on. [5].

Also, the case-study approach enables extensive and in-depth interdisciplinary linkages, which are equally essential in contemporary education.

Crucial instances emphasize distinctions more from a real-world than a theoretical standpoint. Of course, there are instances when students cannot solve a problem or discover that there is no ideal answer, but this is more a reflection of life in general than an opportunity to practice intercultural communication [8].

Cases are detailed stories about a specific situation with a sample of data or unresolved or provocative problems, situations or questions. The information they include must be sufficiently complete and the situations probable, but this information must not be so complete as to prevent students from discussing or researching it.

Cases can be short - for short class discussions, or long ones for semester-long projects. Case studies have a clear description of this question and concentrate on a single issue. The examples are often chosen to suit the course goals, allowing students to apply what they have learned [9].

The teacher or instructor who creates or chooses the case type must evaluate the information while keeping in mind the case's intended audience. As a consequence, the student must independently think through the case that is presented in the case, gather data, and then create and present the outcome of their work for debate [11].

The case study technique breaks classes into three halves.

Case study instruction. In the course of work, we identify several stages of working with the case:

1. Case study preparation for the introductory lesson - familiarization with the situation:
 - analysis and gathering of further data;
2. Using the case study approach, the lesson is broken down into sections that cover meetings, presentations, drawing conclusions, and discussing recommendations:
 - search for a solution;
 - identification of the advantages and disadvantages of each solution;
 - evaluation of alternatives;
3. Analysis of the lesson - the teacher analyzes language speech errors, managerial skills and the correctness of the preparation of written documents developed students to solve the problem of this case study:
 - presentation of results;
 - evaluation of participants;
 - summing up.

The first phase involves reading, and the next ones help students hone their speaking abilities as they argue, criticize, and present their points. They frequently work in teams, and each team competes with the others to present the best solution to the issue. Students enjoy conducting case studies because they get to make decisions. Nobody instructs them on what to say. The instructor only serves as an observer, mediator, and facilitator; they are the managers.

The instructor simply serves as a coordinator at this period, directing and assisting the discussion. He merely poses questions and notes responses, encourages a certain conversation style, and assesses the findings from the standpoint of impartiality and validity [11].

This approach to teaching foreign languages has several benefits. The case approach enables:

- 1) help students develop reflective learning and critical thinking (application, synthesis, and assessment);
- 2) help them improve their problem-solving abilities;
- 3) enhance the student's organizing abilities since situational studies can contain a lot of material. The idea is to group this information into logical chunks and set it up such that the problem is clearly understood;

4) strengthen communication abilities: Case studies can help students become better communicators both in writing and verbally. Situational research is often used to practice nonverbal communication skills;

5) provide knowledge of management communication techniques, including leading meetings, negotiating contracts, giving presentations, etc. Case studies place students in actual circumstances and demand that they take part in managerial communications;

6) enhance listening abilities;

7) promote cooperative learning and collaboration in the target language;

8) integrate theory with practice;

9) encourage instructors and students to have a feeling of cooperation

10) get students to be active rather than passive.

Additionally, the case-study approach enabled extensive and in-depth interdisciplinary linkages, which are equally essential in contemporary education.

The technique also includes collaborative learning between the instructor and the student, which denotes equality.

Students didn't get pre-made information during class discussions about the issue; instead, they came to their own judgments.

The case study approach offers a chance to improve writing skills as well. For instance, one group of students may be assigned the task of taking the minutes of the meeting held to resolve the issue or creating the agenda. All students are asked to utilize the material in writing once the meeting's debate is over and a decision has been made. Any kind of business writing that best matches the circumstance may be used, including letters, memos, lists of points, mind maps, action plans, reports, e-mails, and notes. To achieve it, kids require guidance from their teacher on the structure, tone, and style. This interactive learning technology based on real or fictional situations has great prospects in the professional training of future specialists. In teaching a foreign language at a university, the case method serves to create a language environment and conditions for the formation of the need for the use of a foreign language as a means of intercultural interaction, integration of knowledge of students from different areas around the solution of one problem, and also the development of foreign language communicative competence within the framework of active joint research and creative activities [7].

The case study approach is already influencing the way that the contemporary teacher views the world and forming his own unique worldview. The instructor himself learns to think and act creatively via the use of cutting-edge teaching techniques. The modernization and democratization of the educational process, as well as the use of interactive teaching techniques [10] when teaching the language of business communication, help to develop students' and teachers' progressive ways of thinking and inspire them to succeed in academic and professional endeavors. Case studies are a great way to develop communication abilities and apply theory to real-world communication situations. Students improve their capacity for logical and professional results presentation in both writing and speaking, adjust their English proficiency to the pertinent communication skill, and choose the most appropriate communication skill when it is necessary. Case studies are also inspiring since they are engaging, intriguing, enjoyable, realistic, and rewarding.

CONCLUSION.

In conclusion, the case method is a valuable and practical teaching strategy that aids in the development of both linguistic and non-linguistic skills during the process of learning a foreign language. It's an excellent strategy for boosting student motivation because it sparks their interest in the training's subject matter. The learning process is accelerated when students are motivated to learn more about the topic. However, language instructors should carefully review the case materials to ensure that the case level matches the linguistic proficiency of their pupils who are learning a foreign language. Otherwise, students will experience stress, frustration and boredom in the learning process.

There are excellent chances that this interactive learning technology, which is based on real or imagined scenarios, will be used in the professional training of future specialists. When teaching a foreign language at a university, the case method helps to create a language environment and conditions for the development of the need for using a foreign language as a means of intercultural interaction, the integration of knowledge from students from different fields around the solution of one problem, as well

as the development of foreign language communicative competence within the framework of active joint research and creative activities.

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