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USING THE CASE METHOD IN THE FORMATION OF ENGLISH LANGUAGE SKILLS

Abstract: *The article examines the use of the case method for the formation of business communication skills in the process of teaching a foreign language. How to use it and its benefits. In addition, the article analyzes the case method, which always presupposes both independent work of a student, and “brainstorming” within a small group, and a public presentation with the presentation and defense of the proposed solution.*

Key words: *English, business English, teaching foreign languages, case method.*

Language: *English*

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Introduction

An urgent problem of modern education is the preparation of highly educated and qualified specialists capable of professional growth and mobility in the context of informatization of society and the development of new technologies. In this regard, one of the promising areas of modernization of the educational process in higher education is the use of modern teaching technologies that contribute to the formation of students' qualities that are significant for their future professional activities, as well as the knowledge, skills and abilities necessary to perform duties in the chosen specialty.

The modern educational environment is based on the use of various types of training programs, audio and video recordings, interactive training programs, programs for modeling the studied processes, design, use of on-line training materials. This increases the motivation of students in different areas of preparation

for mastering a foreign language and helps to form a sense of responsibility for the final result.

Global economic trends, increasing migration and mobility around the world have created an urgent need for specialists in economics and business with an advanced and extremely functional level of English proficiency for specific purposes. Unfortunately, it turned out that most students are unable to communicate successfully in a business and professional environment. In terms of their foreign language proficiency, most staff and HR professionals who interview in English report that while candidates' proficiency in English is usually at an intermediate or even higher level, it is usually limited and limited to general English rather than English for business and economic purposes. Thus, the most important component they lack is functionality, and since modern labor markets require graduate economists and managers to demonstrate proficiency in a very specific foreign language, adapted to the needs of the

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future job, the most important skills that a professional must possess are: communication competencies that will be applicable to the business environment.

One of the options for teaching English as a foreign language in higher education is to use the case study method or, in another way, the case method. Unlike traditional lecture-based teaching, where student participation in the classroom is minimal, situational analysis is an active teaching method that requires teacher participation and student participation in the classroom. For students who have only been introduced to traditional teaching methods, this requires major changes in their approach to teaching. Most scholars argue that students can learn more effectively when they are actively involved in the educational process [3].

A case study approach is one of the ways to implement active learning strategies in universities. There are a number of definitions for the term "case method". "Case method" (English case-study, method of specific situations) is a teaching technique that uses a description of real (economic, social and business) situations. Dolgorukov M. considers the "case study" method to "advanced" active teaching methods [2, 23].

The method of situational analysis, which has proven itself in foreign practice of business education, is indispensable in communicative teaching of students a business foreign language, since it allows them to comprehend real situations of professional activity and actualize a certain set of knowledge that must be learned when solving this problem [1].

There are many advantages to using this method when teaching a foreign language. The case method allows:

- 1) develop and develop critical thinking (application, synthesis, evaluation) and reflective learning in the student;
- 2) develop problem solving skills;
- 3) improve the student's organizational skills - since case studies are sometimes very dense in information, the key is to organize this information into logical sections and arrange them so that a clear picture of the problem can be understood;
- 4) improve communication skills - case studies can be used to improve a student's written and oral communication. Non-verbal communication skills are also practiced using case studies;
- 5) teach management communication skills such as holding a meeting, contract negotiation, presentation, etc. Situational research forces students in real-life situations to require them to participate in management communication;
- 6) improve listening skills;
- 7) encourage the skills of joint learning and teamwork in the language learner;
- 8) combine theory and practice;
- 9) develop a sense of partnership among students and teachers;

10) get students to be active, not passive.

The main benefit of teaching with specific examples is that students are actively involved in elucidating principles by abstracting from examples. This develops their skills in:

- 1) solving problems;
- 2) analytical tools, quantitative or qualitative, as appropriate;
- 3) decision making in difficult situations;
- 4) deal with ambiguities;
- 5) learning to communicate with people of different groups.

Class discussion of the case presented in the case is usually guided by the facilitator. Students are expected to participate in the discussion and present their views. In some cases, the teacher can give his opinion and invite the students to answer. During the discussion, while the student expresses his point of view, others may ask him questions or challenge him. Moreover, students should not sit in a row. Ideally, U-shaped or horseshoe-shaped seating for the lesson. The open part of the U must face the board. This allows the teacher to enter the U with the board behind the back and the students in front and on the sides. This arrangement allows all students to see each other. Interaction between students, as well as between students and the facilitator (teacher), should be constructive and positive. This interaction helps to improve students' analytical, communication and interpersonal skills. During a dispute, students should be careful that the contributions they make to the discussion are relevant and based on a thorough analysis of the information provided in the case. The instructor may ask the class random questions about the case study itself or about the views expressed by an individual student. If a student has some new ideas about problems, they are usually encouraged to share them with the group.

In conclusion, the case method is a valuable and useful teaching method in the process of teaching a foreign language and, as such, it stimulates the development of both linguistic and non-linguistic competencies. It is a brilliant way to stimulate student motivation as it creates curiosity and interest in the learning content. Students are encouraged to further study the subject, which intensifies the educational process. However, teachers of a foreign language should carefully study the materials of the case, as they must make sure that the level of the case corresponds to the linguistic level of students studying a foreign language. Otherwise, students will experience stress, frustration, and boredom in the learning process.

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 to use a

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foreign language as a means of intercultural interaction, integrate the knowledge of students from different fields around solving one problem, as well as

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

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