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CREATIVE METHODS IN THE INSTRUCTION OF SECOND LANGUAGES: A NOVEL PERSPECTIVE

Abstract: This article delves into a distinctive pedagogical strategy employed in instructing Foreign Languages for Special Purposes (LSP), namely the case-study approach. This method revolves around fostering autonomous engagement in the foreign language by learners within a simulated professional setting. Case studies, replete with substantive material, offer an avenue for learners to reinforce previously assimilated expertise while honing targeted linguistic and managerial proficiencies.

Key words: methods of teaching foreign languages, case-method, case-study.

Language: English

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Introduction

The transition towards a multilevel training framework in the contemporary context necessitates a reevaluation of approaches to the educational process, giving rise to the creation of novel methodological forms of support. Moreover, it underscores the imperative to comprehend the instructor's role within the innovative paradigm of person-centric and creative education. The diversity of methodologies and techniques for acquiring proficiency in a foreign language within higher education settings demands a judicious selection of a singular or synergistic amalgamation of methods and technologies. This selection process underscores the requisite to systematize knowledge pertaining to the organization of communicative interactions in foreign languages. Presently, the instruction of foreign languages is realized through manifold evolving, nascent, and established methodological frameworks, an outcome of the varying objectives associated with teaching diverse groups of learners along with differing learning conditions.

The linguistic and sociocultural approach is intrinsic to nearly all foreign language pedagogies. Specifically, the intensive method targets individuals in professional domains who require swift acquisition

of specialized language competencies. Often, an intensive course serves as a sufficient preparation for leveraging the language within professional contexts such as business correspondence, presentations, telephonic discourse, and formulation of commercial proposals. The "direct" method, known as the Berlitz approach, adheres to the principle of eschewing the use of the learner's native language during the learning process, aiming instead to foster cognitive thought in the target language.

An alternate perspective, the business (activity) approach, integrates language acquisition with the practice of professional communication. The cultivation of a distinct level of foreign professional communicative competence forms a pertinent and efficacious foundation for future vocation-oriented interaction for graduates in foreign language studies. However, it is essential to recognize that during the teaching of a specialized foreign language, the diverse functions of speech and their applications do not bear equal significance. The instrumental, regulative, personal-emotional and artistic, heuristic, social, and information-scientific functions of speech exhibit differing levels of prominence.

Central to contemporary pedagogy, the case method occupies a preeminent role in foreign

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language education worldwide, nurturing mastery across these varied speech functions. It empowers learners to acquire specialized knowledge within their field of study in a foreign language, thus enhancing their professional competence and self-assurance. Furthermore, the holistic integration of this approach augments the effectiveness of educational endeavors and contributes to the broader pedagogical discourse.

The pedagogical approach termed the "Case Method," known as the English case method, case study, or method of concrete situations, constitutes a pedagogical technique wherein genuine economic, social, and business scenarios are described and examined. M. Dolgorukov categorizes the "case study" method as an "advanced" form of active instructional methodologies. The augmentation of a student's repository of scrutinized cases heightens the likelihood of employing pre-established problem-solving schemas within contemporary contexts, while cultivating aptitudes to address more intricate challenges. Situational learning, inherent to the case method, instills the capacity to navigate and apply knowledge within dynamic settings, fostering cognitive adaptability. E.N. Zakharova underscores that "competence-oriented vocational education aims at mastering activities that instill the readiness to tackle issues and tasks grounded in knowledge, professional acumen, life experiences, values, and other internal and external resources" [4, p. 33].

The integration of the case method into English classes within a professional milieu serves the dual objectives of refining communicative competence—both linguistic and sociocultural—and fostering the development of the learner's vocational attributes. Engagement with the case material, involving the study of professionally oriented texts wherein specialty-specific problems are expounded, either in the original language or with modest alterations, followed by independent solution-seeking endeavors and situation analysis during instructional sessions, exemplify communicative tasks. In-class dialogues that encompass disputations, discussions, argumentations, descriptions, comparisons, persuasions, and other forms of verbal engagement, encompassed by the process of working with the case, cultivate the proficiency to formulate appropriate speech strategies, adhere to the norms and conventions of English-speaking communication, and encompass a comprehensive array of interpersonal communication skills.

Assessment of student comments concerning case content encompasses the evaluation of diverse skills, including analytical, managerial, decision-making, inter-personal communication, creativity, and oral and written communication in English, particularly from a lexical and grammatical perspective. Consequently, the case method encompasses a distinctive category of pedagogical content, coupled with specialized methodologies of its

integration within English language teaching practices. Derived from the outcomes of our empirical investigations, it is evident that the case method can serve as an exceptionally potent tool for accomplishing the objectives associated with the instruction of a specialized foreign language and facilitating intercultural adaptation.

Nonetheless, it is imperative to underscore that the implementation of this method within foreign language education necessitates rigorous methodological substantiation and assurance. This pertains to both the overarching organization of the educational process within the broader curricular framework and the granular planning undertaken by individual educators. The limitations of adopting the case method as an instructional approach can be attributed to challenges in guaranteeing uniform self-sufficiency across all tasks for individual students.

The integration of the case method within foreign language instruction is recommended for groups that possess a certain foundational understanding in the relevant field of study and a commensurate proficiency in the foreign language. While the case method constitutes a sophisticated and efficacious pedagogical approach, its applicability is not universally comprehensive, instead demonstrating enhanced effectiveness when employed in conjunction with complementary methods of foreign language education. This is attributed to the fact that the case method, in isolation, does not inherently encompass the obligatory acquisition of normative language knowledge. Nonetheless, its implementation within foreign language learning serves to augment overall foreign language proficiency, foster inventive cognitive processes, cultivate adeptness in presentation, stimulate discourse leadership capabilities, refine critical argumentation skills, enhance professional text comprehension in a foreign language, hone information processing proficiencies, nurture collaborative teamwork, and facilitate collective problem-solving.

Within interactive learning settings, learners experience a heightened sense of personal engagement with the educational process, thereby cultivating a heightened sense of responsibility for their academic outcomes. Activities such as discussions, the analysis of authentic situations, brainstorming, business simulations, and project assignments engender a conducive psychological ambiance within the classroom. This ambiance fosters amplified speech and intellectual engagement among students, engenders greater self-assuredness, and engenders a contextually enriched semantic environment for communicative interactions.

The pedagogical potential of the case method surpasses that of conventional teaching methodologies, and its efficacy is markedly pronounced. The case method stands as a notably

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potent instrument, seamlessly bridging theoretical knowledge with the resolution of practical challenges.

The current discourse surrounding the incorporation of the case method into higher education contexts is exceptionally pertinent. This pertinence derives from the overarching educational orientation, which pivots not solely towards the acquisition of specific subject matter knowledge, but equally

towards the cultivation of professional competence, adeptness, critical thinking skills, and the holistic development of individual capacities. The introduction of the case method aligns with this contemporary educational trajectory, empowering learners to navigate the multifaceted demands of their prospective professional realms effectively.

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