

USING THE CASE METHOD FOR TEACHING BUSINESS WRITING TO ECONOMIC STUDENTS

The urgent task of modern didactics remains the development and improvement of techniques and methods that contribute to the intensification of the educational process and provide students with the opportunity to develop language skills in conditions typical of real everyday or business communication.

One of the means of increasing the effectiveness of the formation of students' abilities and skills of oral and written business communication is training using case technology.

The results of the analysis of scientific works prove that various aspects of the case method application are sufficiently widely covered in foreign and domestic scientific and pedagogical literature and periodicals. Domestic and foreign researchers were engaged in the analysis of the effectiveness of the case method in the educational process and the formation of a certain set of skills among students; studied the typology of cases; considered the structure of work on the case; researched the use of the case method in foreign language learning; studied the application of the case method for the formation of various competencies during foreign language learning. However, the issue of using the case method as a pedagogical tool in the professional training of future economists for teaching business writing in the process of learning a business foreign language remains insufficiently developed. Therefore, the purpose of our research is to analyze the case method as a type of interactive technology, its potential and conditions of successful application for business writing in a foreign language.

The essence of case technology in education is that the description of real-life situations is used for teaching, which not only reflect a practical problem but also actualize a certain set of knowledge that needs to be learned in solving this problem; at the same time, the problem itself does not have unambiguous solutions.

When learning a business foreign language, the case method is seen as a technique based on analysis, discussion and decision-making. Students receive information about a problematic business situation that a company has encountered in its real life activities. While analyzing the case, participants must reflect, interact, take responsibility, solve problems, and identify possible options and their consequences, while using language in a meaningful and spontaneous way. In other words, the case allows students to see how the theoretical work that takes place in the classroom can be applied in a real professional environment.

It should be noted that there is a significant difference between cases used in business language teaching and cases used in other disciplines. In the first case, the cases are short, the content of the situation is less detailed, as it is a tool, and the language becomes the goal of the activity. Cases used in other disciplines can be from 10 to 40 pages, and the content is the key element of the situation, the correctness and details of which are emphasized [4, p. 12].

Let's focus on the approaches of scholars to defining the skills that are formed when using cases in learning a foreign language. The use of the case method in learning a business foreign language provides an opportunity to practice various business topics related to human resources, management, marketing, finance; to practice and develop speaking, listening, speaking and writing skills: reading, listening, speaking, and writing; practice and develop various business communication skills related to agreement and objection, verification and clarification, discussing advantages and disadvantages, justifying a proposal and reaching agreement, chairing and participating in meetings, negotiating contract terms, making presentations, etc; to develop analytical and management skills, such as teamwork, decision-making, problem solving, as well as critical thinking and reflection; to develop linguistic competence by consolidating the already acquired vocabulary and getting acquainted with new ones; to develop written competence through keeping minutes, writing a letter, memorandum, report, email, etc. 11-12].

Thus, case-based learning technology (method) is learning by doing. A case is a description of a specific real-life situation prepared in a specific format and

designed to teach students to analyze various types of information, summarize it, formulate a problem and develop possible solutions in accordance with established criteria.

Business writing is one of the many practical skills that students acquire during their studies and is an important element of preparation for their future career and professional success. Business writing skills help students develop effective written communication, which is key in modern business. Students learn how to create formal documents such as letters, memoranda, and reports, which will be useful in their future professional activities. Acquired business writing skills help students to create a positive image in the business environment, as they are able to express their thoughts correctly and sophisticatedly. The ability to express your thoughts clearly and convincingly in writing develops argumentation skills, which is important in business and academia. Business writing skills make students more competitive in the labor market by helping them to effectively present their ideas and communicate with colleagues, clients, or partners. When learning business writing, students learn how to create strategic plans, analyze information, and formulate informed decisions. Good business writing skills help to maintain positive interpersonal relationships in a professional environment, ensuring effective communication and mutual understanding. By mastering business writing skills, students learn to express their ideas and concepts and foster creative thinking in a business environment.

Let us briefly discuss the requirements for business writing in the modern business environment. A business document should be clear and concise, written without unnecessary words and phrases, providing information in a concise and understandable form. The tone of the message should be formal and professional. Slang, jargon, and hostile language should be avoided. For ease of reading, the text should be divided into paragraphs, with only the necessary sections, and avoid general and abstract wording. Each document has its own structure, which must be known and followed. When preparing a document, use an adequate font and size of paper, ensuring proper formatting and marking/numbering of important points. Spelling and grammar should be carefully checked to avoid spelling mistakes that

may give the impression of carelessness. It is very important to use the right terms. It is important to use modern technologies and tools, such as e-mail, text editing programs, etc., to improve the design and delivery of the message/document.

KNEU students study a foreign language for 7 semesters. After studying each topic, the curriculum provides for the analysis of a relevant case related to the topic under discussion. Of course, the teachers follow the mandatory stages of the case, such as

- introduction to the situation
- studying the situation;
- group discussion of the situation,
- game process (analysis of the situation, decision-making, and its formalization);
- summarizing the results, evaluating the performance of roles by students;
- analysis of the best option;
- general discussion.

It should be noted that the peculiarity of the cases offered in British teaching and learning materials for learning a business foreign language is the presence of experts' opinions on the case either in the form of their recommendations and vision of the situation or the company's actual strategy and the results of its implementation. This aspect of case studying allows students to compare their arguments and solutions to problems with the opinions of international business professionals, which, on the one hand, acts as an additional motivating factor for future professionals, and on the other hand, may hinder productive work on the case if they try to find solutions to the case in advance. In our experience, students are always interested in discussing the so-called "right solution," and this is another subject of discussion.

After analyzing each case, students are always assigned homework in the form of writing a business document related to the topic under discussion. It can be a traditional business letter, or a business letter sent by email, a message, a memo, an essay, a report, meeting minutes, or just a text message.

Undoubtedly, the use of the case method has both advantages and risks.

It allows for an optimal combination of theory and practice, and the development of skills in working with diverse sources of information. Students do not use ready-made knowledge, but learn to acquire it on their own. Decisions made independently in a situation that is as close to real life as possible are more memorable than memorizing rules. Case analysis contributes to the development of students' analytical skills, which is very important for writing business documents. In addition, case analysis helps to form the logical structure of a business text, which is very important for the ability to present information in a business document consistently and clearly.

But, like any other method, this method has its own difficulties in use. First of all, it takes a lot of time to properly prepare a case for class. The teacher needs to carefully consider the form of presentation of the case and plan the students' activities, combining individual and group work. The most difficult moment for a teacher is evaluation, as it is necessary to assess the work of each participant, their activity and originality, while at the same time it is necessary to objectively evaluate their knowledge. Another problem for the teacher may be the large discrepancy in the level of knowledge of students and the related need to create individual assignments for students with different levels of training.

Thus, the difficulties of using the case method for teaching business writing are determined by a number of factors, and their solution requires a comprehensive approach. Student dissatisfaction, subjective assessment and other challenges can be overcome by improving the methodology, developing individual tasks and improving infrastructure conditions.

As for the prospects for further research in the field of using the case method to teach business writing, they include the development of new methods, the study of efficiency and effectiveness, increasing student motivation, cross-cultural approach and optimization of resource management. These areas of research will contribute to the further improvement of the method and ensure its successful implementation in the educational process..

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