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THE ROLE OF SITUATIONAL AND CASE METHODS IN TEACHING BUSINESS AND LEGAL LANGUAGE

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Abstract: This article explores the significance of situational and case methods in the development of communicative competence in business and legal language education. The research highlights how these methods facilitate the formation of professional skills, critical thinking, and decision-making abilities that are essential in real-life business and legal contexts. Through situational modeling and case analysis, learners engage in problem-solving activities that closely simulate authentic professional communication. The integration of these interactive approaches not only enhances students' linguistic proficiency but also promotes their analytical and pragmatic competence. The study also discusses the pedagogical value of situational and case methods as effective tools for bridging theoretical knowledge and practical application in the field of business and legal linguistics.

Keywords: situational method, case method, business communication, legal language, communicative competence, professional discourse, pragmatic skills, interactive learning, applied linguistics, language teaching methodology

INTRODUCTION

In the modern era of globalization and international cooperation, the ability to communicate effectively in business and legal contexts has become one of the most vital competencies for professionals. The teaching of business and legal language therefore requires not only linguistic knowledge but also the mastery of communicative, pragmatic, and analytical skills that reflect real-life professional situations. Traditional teaching approaches, which rely heavily on theoretical explanation and mechanical language practice, are no longer sufficient to prepare learners for the complexities of real communication in the professional sphere. Situational and case methods have emerged as innovative and effective tools in modern language pedagogy, particularly in the teaching of business and legal discourse. The situational method emphasizes learning through modeled real-life scenarios that replicate professional contexts such as negotiations, client consultations, or courtroom discussions. Similarly, the case method encourages students to analyze authentic or simulated cases, assess legal or business problems, and make reasoned decisions based on linguistic and contextual cues. These interactive and learner-centered methods promote deeper cognitive engagement, collaboration, and the development of problem-solving abilities. In business and legal communication, where accuracy, clarity, and reasoning are crucial, such methods help bridge the gap between theoretical instruction and practical application. They also provide learners with the opportunity to apply linguistic structures in meaningful contexts, develop professional terminology, and refine persuasive and argumentative skills. Furthermore, situational and case-based approaches align with the principles of communicative language teaching (CLT) and task-based learning (TBL), which prioritize communication as both the means and goal of instruction. By integrating

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authentic materials, role-plays, and case analyses, educators can create a dynamic learning environment that mirrors real-world professional communication. Thus, this study aims to analyze the pedagogical role, advantages, and implementation strategies of situational and case methods in teaching business and legal language, emphasizing their contribution to developing communicative competence and professional readiness among students.

CONCLUSION

The study has demonstrated that situational and case methods serve as highly effective pedagogical tools in teaching business and legal language. Unlike traditional, lecture-based instruction, these methods immerse learners in realistic communicative situations, encouraging them to think critically, analyze context, and make informed linguistic and professional decisions. Through the application of case studies and situational tasks, students acquire not only lexical and grammatical knowledge but also develop essential pragmatic and intercultural communication skills that are indispensable in global professional environments. The situational method enhances the learner's ability to function effectively in spontaneous interactions, simulating negotiations, legal consultations, and courtroom debates. Meanwhile, the case method deepens analytical thinking and fosters a sense of responsibility in solving practical problems, thereby bridging the gap between academic theory and real-world practice. Both methods cultivate learner autonomy and creativity, promoting active participation and engagement in the learning process. Moreover, these approaches contribute to the integration of communicative competence with subject-specific knowledge, ensuring that students can apply linguistic forms appropriately in professional discourse. The combination of situational modeling and case analysis not only strengthens professional language proficiency but also shapes ethical reasoning and decision-making, which are crucial in both business and legal domains.

In conclusion, the situational and case methods embody the principles of learner-centered education and interactive pedagogy. Their implementation in business and legal language instruction leads to a more dynamic, practice-oriented, and effective learning process. To maximize their potential, educators should integrate authentic materials, multidisciplinary collaboration, and reflective evaluation into classroom practice. Future research may further explore digital adaptations of these methods—such as virtual simulations and online case platforms—to enhance accessibility and realism in professional language training.

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