

EDUCATIONAL OPPORTUNITIES AND RESOURCES OF THE CASE STUDY METHOD OF TEACHING AND LEARNING

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Abstract: the article deals with the analysis of pedagogical and educational opportunities and resources of the case study method in teaching and learning. The functions of this method are characterized. Special emphasis is placed on the developing possibilities and opportunities of the method.

Keywords: education, methods of teaching and learning, case study, educational technology, competence.

ОБРАЗОВАТЕЛЬНЫЕ ВОЗМОЖНОСТИ И РЕСУРСЫ МЕТОДА ПРЕПОДАВАНИЯ И ОБУЧЕНИЯ

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Аннотация: статья посвящена анализу педагогических и воспитательных возможностей и ресурсов метода кейс-стади в преподавании и обучении. Охарактеризованы функции этого метода. Особое внимание уделяется развивающим возможностям и возможностям метода.

Ключевые слова: образование, методы преподавания и обучения, тематическое исследование, образовательные технологии, компетентность.

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The main terms used in the concept of the case technology are categories of “a situation” and “an analysis”, as well as a derivative of them – “a situation analysis”. The term “a situation” is defined as a state, an action, an event, a set of certain interrelated facts that contains a contradiction, the need for evaluation or ways to reach a new level, a turning point for decision-making [1].

According to I.V. Gladkikh, O.G. Smolyaninova, and L.V. Reinhold, who are experts in the field of innovative technologies, case technology involves a special kind of design and research technology, because it contains the operations of the research process, analytical procedures, involving understanding the problem and finding solutions based on the case, acting simultaneously as a technical task and a source of information. It acts as a technology of collective learning, an important element of which is teamwork and mutual exchange of information. It integrates developing technologies of teaching and learning, including procedures for individual, group and collective development, the formation of various individual qualities of students/ It provides students with the opportunity to understand the proposed problem without the help of others using the methods of activity known to them, determine the effectiveness of these methods and, if necessary, master new ones.

Achieving success is put forward as one of the main driving forces and forms a stable positive motivation, as well as an increase in the cognitive activity of students [2].

Cases can be different in structure. Structured cases include a concise and accurate description of the situation with specific figures and information. Here there is a specific number of correct solutions that can be reached by mastering one formula, skill, technique in a certain field of knowledge [3].

A distinctive feature of the activity of a teacher practicing case technology is that he not only realizes his abilities to the maximum, but also develops them. The main content of the teacher's activity includes the performance of several functions - teaching, educating, organizing and research. For a teacher, the case technology is an effective tool for developing competencies that go beyond the boundaries of the educational space. When preparing for the lesson, the teacher proceeds from both the degree of expediency of using case technology and goal setting in the formation of competencies.

Particular attention should be paid to the choice of the case. The choice should meet several requirements

- the situation should logically continue the content of the educational and methodological complex.
- the complexity of the situation should be at the level of students' capabilities.
- the content should reflect real situations.
- students should be provided with specific instructions on how to work with the case.
- students should be interested in the problem that is raised in the case.
- the problem should dictate the need for an urgent solution.

- the reality of the case solution should be based on the available information [4].

Training using case technology allows a teacher to form meta-subject relationships, develop key competencies of students, comply with the principles of personality-oriented and variable approaches to learning. The case method activates cognitive interest, motivation for research activities, creative thinking in relation to the studied material, provides the basis for the application of the methodology of scientific research, develops independence in thinking and cognition, activates creativity and will.

The specifics of using the case method are as follows:

- cases should be offered to small groups - no more than 5 people.
- all groups should have a common task.
- the case situation should not have an unambiguous solution.
- the case must contain the information necessary for its solution, but it is permissible to use excess or lack of information.
- the case must be solved in a small group, and then presented to the class so that the team develops a unified solution to the case [5].

For example, V.V. Sharypova, one of our master students, suggested to organize a case study lesson on contemporary environmental problems.

This topic helps to organize interdisciplinary connections, allows students to be participants in their own research activities, be active during training and influence the formation of their information and environmental culture.

The objectives of the case:

- to contribute to the formation of knowledge about the environmental problems of our time.
- to promote the development of motivation for educational activities.
- to form skills for the accurate expression of their thoughts.
- to form methods of mental actions (analysis, synthesis, comparison, generalization).
- to develop students' cognitive interest in the topic "Environmental problems of our time».
- activate the creative potential.
- develop the ability to analyze, systematize information and draw conclusions.
- develop thinking, imagination.
- to foster interest in the environmental environment.
- to form a culture of communication with each other.

Case contents:

Task: To investigate websites, articles containing information about the ecological state of the city of Vidnoye; to analyze the information, to propose options that contribute to improving the ecological situation in the city and draw conclusions.

The choice of research techniques. Among a large variety of different research techniques, we choose the following for students: independent analysis and generalization of data based on their own observations.

The volume of the case is 1-2 pages, which makes it one of the mini cases. According to the type of the methodological part, the case is referred to the type of case assignment, because it formulates the task.

This case is a research case, because the solution of the problem described in it involves the implementation of research activities.

Then the students answered the questions:

1. The case material was: clear / not clear to me; useful/useless; interesting/boring?

Based on the survey results, twenty-one students out of twenty-five answered that the case was understandable, twenty-two students found the case material useful, and one student out of twenty-five found the case material boring (Fig. 1).

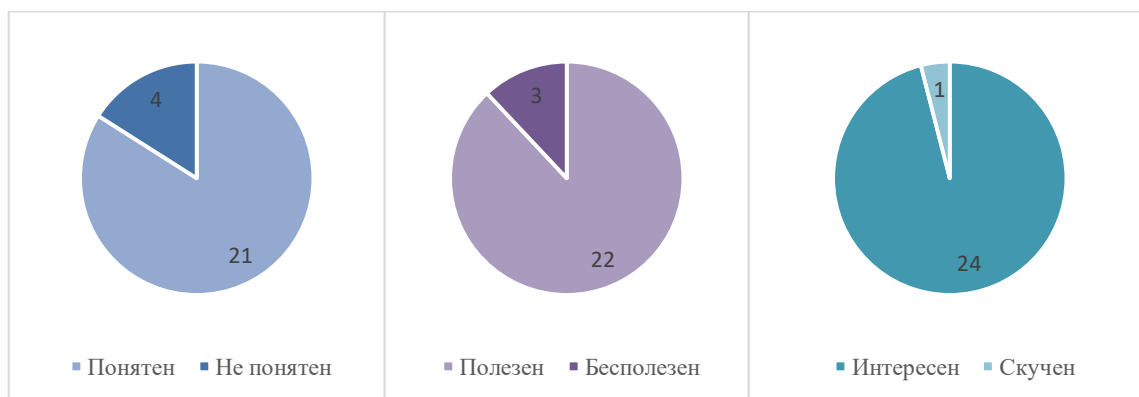


Fig. 1. Students' evaluation of the case

2. Which of the teaching methods, it seems to me the most effective in the learning process: the traditional (lecture) case study?

18 respondents believe in the effect of teaching and learning based on the method of a case study, but 7 respondents believe in the effect lectures.

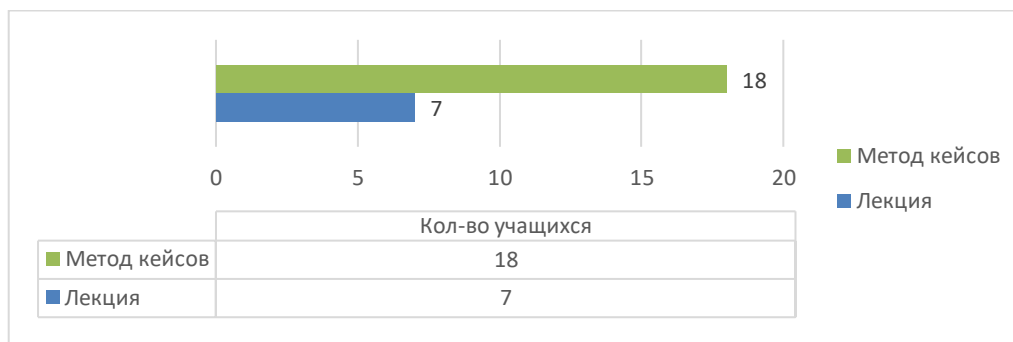


Fig. 2. Students' evaluation of educational effects of a case study method and a lecture

Thus, the case method combines two directions at once - the education of schoolchildren and the development of their personal qualities. In addition, the joint solution of tasks sufficiently contributes to the cohesion of the team and allows already at this stage to identify the potential of students, their compatibility for subsequent work on school projects. This is a big plus for the leaders of the educational process, i.e., teachers.

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