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The using of case study technologies in teaching students

Aubakirova Gulbanu Tursunovna
Candidate of philological sciences, professor

Baikelov Nurtugan Dastanovich
PHD student Karaganda University of Kazpotrebsoyuz

Annotation. This article shows that Case studies can be used in any discipline when instructors want students to explore how what they have learned applies to real world situations. Cases come in many formats, from a simple "What would you do in this situation?" question to a detailed description of a situation with accompanying data to analyze. Whether to use a simple scenario-type case or a complex detailed one depends on your course objectives. As practice shows, the most high-quality training of specialists is possible with the integration of theory and practice in the educational process. This article deals with one of the most effective ways to implement this direction is the use of case methods.

Keywords: case methods, educational process. professional competencies, interactive methods, case-learning.

Case studies are stories that are used as a teaching tool to show the application of a theory or concept to real situations. Dependent on the goal they are meant to fulfill, cases can be fact-driven and deductive where there is a correct answer, or they can be context driven where multiple solutions are possible. Various disciplines have employed case studies, including humanities, social sciences, sciences, engineering, law, business, and medicine. Good cases generally have the following features: they tell a good story, are recent, include dialogue, create empathy with the main characters, are relevant to the reader, serve a teaching function, require a dilemma to be solved, and have generality The use of interactive methods in education involves:

• "work built on the interaction of the learner with the learning environment, the learning environment that serves as an area of learning experience";
• "work based on the psychology of human relationships and interactions";
• "work, understood as a collective interaction, where knowledge is obtained in joint activities through dialogue" [6].

According to researcher Yu.V. Gushchin, interactive teaching methods are most consistent with the personality-oriented approach that is in demand today, since they involve co-learning (cooperation in the learning process). At the same time, both the student and the teacher are subjects of the educational process. The teacher has only the organizational role of the leader of the group, creating conditions for the implementation of the students' initiative. In interactive learning, the basis is the students' own experience, their direct interaction with the area of mastered professional experience.The case-study we are considering is just one of the wellknown types of interactive learning. In foreign countries, case-study is used in teaching economic and business sciences, so the use of this method in training specialists in service areas is quite appropriate. In addition to professional competencies, case-learning forms analytical and communication skills, since in the process of implementing this method in practice,students learn to solve complex unstructured problems. Among all didactic learning tools, case studies stand out the most because they form a wide range of competencies.The case is the main element of the pedagogical technology of the case study, which provides conditions for solving real problem situations. Scientific literature, it is worth noting, refers to this learning technology in different ways.In foreign publications, there are such approaches as the method of studying situations, business stories and just case-study. In the modern world, a case study is considered a pedagogical technology and is considered as a meaningful technique for the implementation of the educational process; in the role of a carefully thought-out model of joint pedagogical activity for the design, organization and conduct of the educational process with the unconditional provision of comfortable conditions for students and teachers; as a systematic method of creating, applying and defining the entire process of teaching and mastering knowledge, taking into account technical and human resources, which aims to optimize the forms of education. The case method is an analysis of a specific situation in the professional activity of a specialist. The case was first developed at Harvard University in the 1920s. In the USA, the situational analysis method is used to gain skills in finding a solution (solutions) based on real situations. This is how the situation was in general: the students got acquainted with the description of the problem; independently analyzed the situation; diagnosed the problem and presented their ideas and solutions in discussions with other students. In France, it is rather a portfolio of documents that reflect and record in detail the information contained in them. This pedagogical technique is used in teaching management. In the USA, a case is 20-25 pages of text, where often there can be only one solution. And in Europe, in Manchester, the case consists of 13 pages of text and situations based on factual material.

There are several classifications of case situations:

•fictitious, so-called armchair or cabinet;
•real (field, natural);
• structured (those that contain the minimum required amount of information);
• unstructured (the maximum amount of information is provided when describing a specific situation) The complexity of the cases are:
•illustrative learning situations;
•learning situations with a formed problem;
•learning situations with problem formation;
•applied exercises.

According to the established goals and objectives of the learning process, there can be:

•teaching analysis and evaluation;
•teaching problem solving and decision making;
•illustrating a problem, solution, or concept as a whole.

Cases are also divided into the degree of novelty of situations and the methods of solutions used depending on this; at the stages of decision-making, for the development of which the consideration of specific situations is used: by hierarchical levels of decision-making, since different teachers consider the same situation in different ways; by specialization, when the same situation can be considered from the standpoint of different specialties in different ways.

The purpose of the case method is to analyze the situation as thoroughly as possible by the entire group of students and develop the best solution; at the end of the process, the proposed algorithms are evaluated and one of the best options is selected in the context of the problem posed. Improving the training of specialists occurs during the passage of internships by students in service centers. Focusing on this principle, the use of case methods in the learning process is indispensable.

The ideas of the case method (method of situational learning) for specialists in service areas are quite simple. Using it for students of the service is very productive, since there is no unambiguous answer in such tasks, there are several that can compete with each other in terms of truth. Teaching in this case moves away from the classical scheme and students are required to find many truths in the problem field.Students do not acquire ready-made knowledge, but develop it with the help of cooperation between students and the teacher. Some requirements are imposed on the personality of a future specialist,including a high level of tolerance,

empathy, goodwill, sociability, a condition forconstant personal and professional growth, high resistance to stress and conflictsituations. To organize their productive professional activities, a future graduate must master a set of professional competencies that will successfully form a case technology. Working on complex specific situations, students identify the main problem, the causes of its occurrence, as well as possible consequences, and determine methods for correcting the behavior of the participants in the situation. The structure of the case is as follows: the situation itself is determined (any case or problem can act as its role); the context in which the situation is located (chronological, historical, context of the place, features of the action or participants in the situation); comments on the situation given by the author.

Case solving steps:

• familiarization with the situation and the peculiarities that it has;
• highlights the main problem(s), necessary factors and personalities that have a real impact;
• Suggest concepts or topics for brainstorming;
• analyzes the consequences of making this or that decision;
• direct solution of the case, that is, one or more options (sequence of actions) are proposed, an indication of the possible occurrence of problems, mechanisms for their revention and solution. It is very important, in our opinion, to acquaint students with qualified and unqualified behavior in the process of professional activity. Let us give an example of the organization of work on a case task. It is necessary to divide the group into subgroups consisting of 3-5 people. This division is due to the fact that the smaller the subgroup, the more involved the student is in the work. The level of personal responsibility for the result is increasing.The team is formed at the request of the students. In each of the groups, a leader should be selected who will take on the role of moderator and will be responsible for the actions of his team, distribute questions among the participants, and also bear responsibility for the decisions made. At the end of the class, the moderator makes a report on the results of the work done. Case management can be done in two ways. Either during all practical exercises each subgroup needs to make one topic, or all subgroups simultaneously work on the same section of the case, competing with each other in search of the most appropriate solution. In the first case, the study group is one team, which is divided into small groups. It is important that each subgroup is assigned responsibility for what decisions it makes to other subgroups. Subgroups should always exchange information both during the sessions and when discussing the results.For example, the subgroup

responsible for the marketing policy of the enterprise should provide information on product prices, the subgroup responsible for developing the pricing policy of the enterprise. The second case is characterized by the presence of a large amount of classroom practical training. Each subgroup is given time to sequentially complete all the topics of the training course. Subgroups represent different commands. Note that when organizing work with a case, it is necessary to have an idea about the moderation method, which is widely used in Western higher schools, then the task management process will be much simpler. This method aims to teach teams to make decisions quickly in changing conditions with a lack of time, so it is directly related to case learning. Various research methods are used for this:

•expert (knowledge, intuition, experience); •analytical (most often mathematical formulas); •experimental (scientifically designed experiment).

   As a result of using the case method, students receive not only knowledge, but also professional skills. The function of case-study is to teach students to solve complex unstructured problems, forcing them to work with real situations one on one. And for students of the service direction, as the study shows, such situations in professional activities are not uncommon. The technological and economic sphere is one of the most changeable, therefore the competitiveness of such a specialist depends on his ability to quickly navigate, the case method just gives such opportunities. The essence of case learning is to develop a group solution to any professional situation, while using the analytical thinking of students, so that students receive effective preparation for professional activities that require decision-making in a rapidly changing environment. Therefore, case-learning is an integral part of all student learning for the effective organization of their work at the university and the ability to navigate in professional activities.

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