

CASE METHOD AS A MEANS FOR EFFECTIVE LEARNING A FOREIGN LANGUAGE

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Introduction. One of the most effective means of improving the effectiveness of students' cognitive activity is the use of interactive learning technologies in the educational process. In the case of interactive technology (case technology), knowledge is produced, not mastery of ready-made knowledge. The answers to the questions must be found independently. The novelty and peculiarities of the use of case study require a detailed analysis of this method as a type of interactive forms of learning, adaptation to the peculiarities of use in teaching various disciplines. There are many classifications types of cases in pedagogical literature. Case technologies include method of situational analysis; incident method; the method of analysis of business correspondence; game design; the method of situational role-playing games; discussion method. The main function of the case method is to teach students to think creatively, to solve complex unstructured problems that cannot be solved analytically. As experience shows, the introduction of the case method into the educational process for the teacher means serious work and requires considerable mobility in communicating with students during learning. For the wide application of the case method, it is necessary to create a database of cases from various disciplines.

The purpose of the work. One of the main goals of interactive learning is to create comfortable learning environment and conditions under which the learner feels successful, autonomous and intellectually independent. The peculiarity of interactive technologies is that in the course of learning, students have the opportunity to analyse what they know, understand and think about it. In the course of training, students learn to think critically, solve complex problems based on the analysis of circumstances and relevant information, weigh alternative opinions, make productive decisions, participate in discussions, and communicate with other people about the problem being solved. The experience accumulated in Ukraine and abroad proves that interactive learning technologies contribute to intensifying the educational process and activating students' educational and cognitive activities. While using interactive technologies, students need to analyse educational information, creatively assimilate educational material; to formulate one's own opinion, to express it correctly, to argue one's own point of view, and, if necessary, to discuss it; learn to listen and respect an alternative opinion; find a joint solution to the problem; to think critically; analyse situations, make an independent decision; to enrich one's own social experience through familiarization with various life situations; to develop the ability to work independently, a creative

approach to the task, initiative and perseverance, tolerance and the ability to work in a team. One of the most effective means of improving the effectiveness of students' cognitive activity is the use of interactive learning technologies in the educational process. Case technologies are the use of specific cases (situations, stories, the texts of which are called 'case') for joint analysis, discussion or decision-making.

Materials and methods. The case method was first used at Harvard Business School in 1924, whose faculty quickly realized that there were no textbooks needed for a graduate business program. Their first solution to this problem was to interview leading business practitioners and write detailed reports. The case method is widely used in business education around the world and continues to gain new followers.

Cases are classified by structure. Structured cases (highly structured case) — a short and precise statement of the situation with specific numbers and data. They are established to assess knowledge and/or the ability to use one formula, method in a certain field of knowledge. Unstructured cases (unstructured cases) are material with a large amount of data and are designed to assess the style and speed of thinking, the ability to separate the main from the secondary and skills of work in a certain field. There are several correct answer options for them, and the possibility of finding a non-standard solution is usually not excluded. Ground breaking cases can be both very short and long-term. Observing the solution of such a case gives an opportunity to see whether a person is able to think outside the box, how many creative ideas he can come up with in the allotted time.

According to the form of submission, paper cases and video cases are classified.

Full, compressed and mini cases are distinguished by size. *Full cases* (20-25 pages on average) are intended for teamwork over several days and usually involve a team performance to present their solution. *Concise cases* (3-5 pages) are intended for analysis directly in class and involve a general discussion. *Mini-cases* (1-2 pages) - like condensed cases, are intended for analysis in the classroom and are often used as illustrations of the theory taught in class. In many cases, the mini-case can be formulated briefly, in the form of one or two paragraphs, and provided with questions to be answered in the discussion.

According to the level of complexity, cases for bachelors, masters and cases for programs and advanced training courses can be determined.

Case technology as an educational method is used to engage students' communicative and creative abilities, teach them to acquire knowledge and develop competencies. The essence of the method is the use of specific cases (situations, stories, the texts of which are called 'cases') for joint analysis, discussion or development of decisions by students from a certain section of the academic discipline.

The value of case technology lies in the fact that it simultaneously reflects not only a practical problem, but also actualizes a certain set of knowledge that must be mastered when solving this problem.

A special set of educational materials presented to a student for study is also called a case.

Objectives of case technologies: information analysis (independently and as part of a group); search for key problems of the proposed task; search for information that is

necessary to solve the task; search and evaluation of alternative ways of solving the task; choosing the best solution and drawing up an action plan.

The main stages of the case method are the presentation of the case by the teacher; individual study of the case by each member of the group; development of options for individual solutions; discussion of options for individual decisions in each subgroup; preparation for discussion and debate.

A case is both a type of task and a source of information for its implementation.

The case method or the method of situational exercises is an interactive learning method that allows you to bring the learning process closer to the real practical activities of specialists. It promotes the development of ingenuity, the ability to solve problems, develops the ability to analyse and diagnose problems, and communicate in a foreign language.

The case method involves the team nature of cognitive activity, a creative approach to cognition, a combination of theoretical knowledge and practical skills, deep immersion in the situation. 'Case' technology has a strong influence on the professionalization of students, creates interest and positive motivation for learning. Case technologies make it possible to discover different points of view, to develop the skills of analysis and critical thinking.

The case method is used along with other teaching methods. The higher the level of the educational program, the easier and more efficient it is to work with cases. When using the case method of teaching, it is necessary *to follow certain rules for compiling a case*, take into account the peculiarities of working with a case in different age groups, follow the organizational rules of working on a case in a group, and, in addition, the role of the teacher should be correctly defined, because when using a case method, the teacher's role is significantly different from the traditional one. The teacher transfers his powers to the students; his leadership role is reduced to a minimum. The teacher's intervention in the students' work should be limited, it is reduced to only a regulatory function, and the teacher is assigned the role of an observer. It is necessary to encourage students, to note the strengths and weaknesses of the solutions. While using the case method, grades are not given, but only the level of student participation in the work is assessed.

The use of the case method opens up a wide space for creativity, independence, develops practical thinking, the ability to analyse information, formulate and solve problems, and also forms life competencies.

The essence of the method is the use of specific cases (situations, stories, the texts of which are called 'case') for joint analysis, discussion or development of decisions by students from a certain section of the discipline. The value of the case method lies in the fact that it simultaneously reflects not only a practical problem, but also actualizes a certain set of knowledge that must be mastered when solving this problem, and also successfully combines educational, analytical and educational activities, which is definitely active and effective in implementation of modern tasks of the education system.

The goals to which the use of case methods is directed depends on the type of specific situation, namely: case-needs, case-selection, crisis case, conflict case, case-struggle, innovative case.

The case method has certain advantages, as it is not only educational, but has a great educational potential from the standpoint of forming personal qualities: development of diligence; development of creativity; formation of competitiveness; formation of readiness to take responsibility for the results of one's own analysis of the situation and for the work of the entire group; formation of self-confidence; formation of the need for achievement; development of willpower, purposefulness; formation of group work skills; formation of communicative culture skills; formation of a socially active and life-competent personality capable of self-development, self-improvement and self-realization.

Work on the case involves analysis of a specific situation from a specific scenario, which includes independent work; 'brainstorming' in small group networks; public speech presenting and defending the proposed decision; a control survey of the participants on the subject of knowledge of the facts of the case being analysed.

Work on the case is divided into two *main stages*: independent work at home and work in the classroom.

The algorithm for conducting classes using the case method involves Stage I - the teacher distributes pre-prepared cases to students no later than a day before the class.

For the effective use of the case method, it is necessary to create special environment and conditions: ensuring sufficiently high complexity of the cognitive problems that students need to solve; creation by the teacher of a logical series of questions regarding the cognitive problem, which motivate the student youth to search for the truth; creating an atmosphere of psychological comfort in the classroom, which should facilitate students' free expression of their thoughts without fear of making a mistake; allocating special time to consider ways to solve the problem; organising special training of teachers for the introduction of the methodology.

Conclusion. Thus, it is necessary to determine that the use of the case method by the teacher on the one hand stimulates the individual activity of students, forms a positive motivation for learning, reduces 'passive' and self-confident students, ensures high efficiency of training and development of future specialists, forms certain personal qualities and competencies, and from the second it gives the opportunity to the teacher himself: to improve himself, to think and act differently, and to renew his own creative potential.

It is likely that the situational method will become dominant in the coming years. Nevertheless, already in our time in its development there is a combination of accumulated international experience with national methodical specificity.

Literature list

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