

INTRODUCTION OF CASE TECHNOLOGY IN DISTANCE EDUCATION

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Abstract. The article discusses the leading directions of case technology implementation in distance education. Special attention is paid to ways of activating students, using interactive methods, as well as the problem of forming professional competencies in the distance education system. The possible types and forms of cases were studied and several options for adapting their content to the e-learning environment, which has both limitations and extensive additional educational potential, were identified. Specific examples demonstrate various types of cases: illustrating processes and concepts; simulating template processes; describing original situations in real business and having solutions that have already been implemented in practice; cases with an uncertain answer to a given problem question. The choice of a particular type of case tasks is determined by the educational goals and the necessary level of discipline development. The case studies complement each other in the formation of the Fund assessment tools. Most experts define the method of case technology as a group discussion for educational purposes of a problem situation and a collective search for its solution, i.e. the use of this method involves classroom full-time training. The issue of using case technology in a remote format for individual acquisition of knowledge and practical skills has long remained insufficiently covered. The material in this article partially fills this gap. Practical significance. The case-technology methodology discussed in this publication contributes to the implementation of a student-oriented approach to professional higher education. The study of the experience of using cases in distance learning has shown the universality and effectiveness of this method.

Keywords: case, case method, technology, distance education, teacher education, interactive teaching methods, discussion, webinar, pedagogical coaching.

The main task of all University educational programs is to train specialists who are in demand on the labor market. The University aims to train well-educated people who have the necessary knowledge and skills to make a positive impression on the employer.

Educational programs must meet the conditions of the changing society in which students will live and work. The University aims to develop students' intellectual abilities, ingenuity, initiative and creativity, which will help them later adapt to the requirements of potential employers and current needs of society [1].

Professional training that meets these requirements can be implemented based

on a student-oriented approach to learning.

Serious research in the field of higher education has been conducted on this topic for a long time. Some papers describe the statistical results (surveys, interviews) of the application of this concept, while others analyze the concept itself or consider its individual aspects, for example, the use of the case technology method (English: case studies) [2].

To develop a mechanism for creating and implementing educational programs based on student-centered learning, as well as new pedagogical techniques and methods, it is useful to study the relevant international experience.

By studying foreign practice, we have come to the conclusion that the basic concept of a student-centered approach is reduced to the following principles.

- * providing students with flexible learning paths to achieve specific results;
- * combinations of different forms and methods of training;
- * regular assessment and adjustment of teaching techniques;
- * support the student's independence with simultaneous guidance and assistance from the teacher;
- * ensuring mutual respect between the teacher and the student;
- * there are pre-agreed procedures for responding to student complaints in the learning process.

The key to the successful implementation of this approach to learning is the cooperation between the teaching staff and the student audience. It allows you to coordinate goals and objectives and find the best teaching techniques.

One of the most popular methods of student - centered learning is case technology. In educational practice, this technique became widespread in 1991-1997 due to management training programs (for example, MBA programs), although the first attempts to apply it were in the USSR ("methods for analyzing business situations") [3].

The objectives of the case technology are consistent with the basic principle of the approach discussed: the development of skills to analyze a large amount of disordered information in a short time and make decisions under stress. In this sense, the case technology method complements the classical University education system. Its application becomes most effective when combined with other student-oriented methods: action learning, training, computer training programs, and simulations.

The case technology method is a process of discussion. The tradition of its use is based on the thesis: "Moving toward truth is more important than truth itself." The study of foreign experience shows that the main stages of this method are:

- * preparation of a written case study from business practice;
- * independent study of the case by students;
- * joint discussion of the case in the classroom under the guidance of a teacher in accordance with the principle "the discussion process is more important than the decision itself" [4].

The case presents the actual circumstances, details of the events that

occurred, the characteristics of the participants, reflects the essence of the problem and considers actions to resolve it with an assessment of their effectiveness. Case method – a method of organizing a discussion in the classroom to discuss the case. In addition to the case method, case technologies also include situational modeling games, video cases, discussion methods, and situational tasks. Case technology is currently very actively used in the system of full-time education in foreign universities and is increasingly being implemented at various levels of domestic education. The versatility and complexity of the case method also allows it to be applied in distance education, where it can be successfully implemented both in the system of higher professional education and during advanced training courses.

And so the main directions and possibilities of using case technology in the system of distance education. The basic directions and corresponding opportunities for implementing case technology in distance education of teachers include the following:

1. use cases in remote lectures and webinars as illustrative material that demonstrates by a specific example the consideration or, on the contrary, ignoring of any important aspects of professional activity (following the goal of education, pedagogical principles, laws, developing forecasts for further development of the situation, risk assessment, etc.).

2. The organisation of discussions on the case studies in distance learning format. In this case, the teacher sends out cases intended for discussion to the webinar participants in advance and introduces them to the features of analytical work with them. The case discussion can take place in the form of an online conference or a regular webinar with consecutive airing of the discussion participants.

3. Diagnostics of professional competencies of psychological and pedagogical specialists. To carry out the appropriate diagnostics, 5-7 cases of an incomplete type are selected (the problem posed by the author has not been resolved). The task of students is to analyze these cases and put forward the most optimal ways to solve them. According to the proposed options, in accordance with the existing typology of actions to resolve pedagogical problems, it is possible to determine the level of professional competence of a teacher in the field of decision-making.

4. Organization of pedagogical coaching. Pedagogical coaching can be conducted remotely with teachers who are experiencing certain difficulties in practical activities or who are faced with a complex professional problem. The duration of coaching is approximately 2-3 academic hours, the number of sessions is from 1 to 3. before conducting coaching, to ensure its effectiveness, the teacher should state their problem situation in the form of a case. The finished case is sent by e-mail to the coach, then a remote meeting is scheduled, and a detailed discussion of the problem is held.

To ensure the completeness and informativeness of the case, teachers

undergoing coaching are offered an approximate outline of the pedagogical case: 1). Description of the situation that has developed at the time of the problem or conflict in this educational institution. Characteristics of participants in the problem situation, the specifics of the educational institution, study group, teaching staff, the existing system of relations, “psychological atmosphere”. 2). A detailed description of the problem with a description of the actions of the participants in the situation. You should also specify the probable causes of the problem. It is desirable to conclude the presentation of the content of this paragraph with a description of the culmination of the problem situation. 3). the solutions that the teacher sought to implement in the process of finding a way out of the current problem situation and the actions taken by him for this purpose are Considered. The teacher evaluates the effectiveness of the decisions made and reports on the consequences of their implementation. 4). Characterized by the further development of the situation represented by the changes in looks, in character of relations of participants of educational process organization, the motivational component of educational and teaching activities etc. 5). Conclusions about the effectiveness of the measures taken, the degree of resolution of problems or conflict, the need to take additional action and correction of the decision. 6). possible alternative ways to resolve the problem situation are Considered. 7). The author offers a list of questions that remain relevant for the teacher in this situation.

1. Test. Based on the results of the distance learning course, students are invited to independently develop cases on the most relevant professional issues for them and present them in text form or in the form of a presentation. These cases can also be discussed in a webinar or video conference format. Also, the development of your own case can be a form of final report on the passage of pedagogical practice by students of distance learning. For more successful implementation of the 4th and 5th directions is recommended to inform teachers of the requirements for the development of educational case studies: the relevance problem for the teacher, the authenticity of the events described, a sufficient number of specific facts and details, describing the main actors of the events described, the system of relationships between them, the current problem situation in an educational institution, authenticity, objectivity of coverage, newsitetest. The volume of the case is approximately 2 to 5 pages.

Organization and conduct of remote situational games. A situational game is a special case of a simulation game based on the staging of minicases. In distance education can be implemented in different variants of carrying out of business games, based on the case method. First, the remote format of using the brainstorming method. The teacher shows a case in text form or video on the screen. Then students send their own options for the teacher's actions to solve the problem presented in the case within 10 minutes in their messages. The teacher is given a few more minutes to select the most acceptable solutions from all the students of the course. Those who want to go on the air and highlight the pros and cons of each of their selected

solutions. At the end of the game, a General discussion on the case is held with summing up. Secondly, in the distance learning system, you can implement such a well-known method of activating students in full-time education and preparing for practical activities as micro-teaching. The teacher suggests that students prepare a mini-webinar for 10-12 minutes. and provides them with opportunities to go on the air and act as a remote session host. This type of training will allow students to feel like a teacher, promote the development of relevant professional competencies, and promote more effective communication between participants in the educational process. Another option for conducting a business game is aimed at forming students' ideas about the criteria for developing a "good case" and developing professional thinking, including critical thinking. This option is based on the current problem of fake news in the world recently. Students of the remote course are shown two cases simultaneously on the screen in text form (in two columns). Students are introduced to the cases and have to answer the only question: which of them is a real situation, and which is fictional? Students can be offered 3-5 pairs of cases. After reviewing all the cases, the teacher reports the truth, and the students check their own grades.

Integrated implementation of case technology in project activities. During the period of studying the distance course, the student selects the most relevant problem in their opinion during the course of practical training or work in a specific position. In the pedagogical field, these can be disciplinary, didactic problems, issues of interaction with individual students, their parents, the class as a whole, colleagues, administration, etc. On this issue, it collects the opinions of all participants in a particular situation, if possible, records information not only in writing, but also through video recordings. Based on the collected material, the listener summarizes and systematizes the information received on this particular situation, analyzes and prepares a presentation based on the practical results of the work performed. The presentation and discussion in the study group of this presentation can be organized in the form of a project defense. The directions and possibilities of using the case method discussed above obviously do not exhaust all the options for implementing the case technology in the system of distance education. In this regard, it should be emphasized that the aim of the article was to demonstrate a wide range of opportunities for using this technology at a distance, with special attention paid to innovative teaching methods. It should also be noted that all the methods of using the case method described here were initially developed for the needs of full-time education, and later adapted for the distance learning system. This fact is once again confirmed by the leading thesis for the organization of distance education—the system of distance education is based on the same pedagogical laws and principles as the system of full-time education, because, in fact, it is a model of full-time education. It uses the same traditional and innovative pedagogical methods and tools, which, however, are adapted, first, to the specific conditions of the distance learning process, and, secondly, are enriched by the capabilities of computer technologies. Thus, this article discusses the leading trends and various examples of

using case technology in distance education [5].

Thus, when transferring a case to an electronic environment, it is necessary to pay attention to the wording of the question in the practical task, provide the case with templates and hints for solving it, and place emphasis in the theory. This will allow the most effective use of this method in distance learning.

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ҚАШЫҚТЫҚТАН БІЛІМ БЕРУГЕ КЕЙС-ТЕХНОЛОГИЯНЫ ЕНГІЗУ

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Аңдатпа. Мақалада қашықтықтан білім берудегі кейс-технологияны іске асырудың жетекші бағыттары қарастырылады. Білім алушыларды белсендендіру, интерактивті әдістерді қолдану тәсілдеріне, сондай-ақ қашықтықтан білім беру жүйесінде кәсіби құзыреттілікті қалыптастыру проблемасына ерекше назар аударылады. Кейстердің ықтимал түрлері мен формалары зерттелді және олардың мазмұнын шектеулер мен кең қосымша білім беру әлеуеті бар электронды оқыту ортасына бейімдеудің бірнеше нұсқалары анықталды. Нақты мысалдарда кейстердің әр түрлі түрлері көрсетілген: процестерді және ұғымдарды суреттейтін; шаблондық процестерді имитациялайтын; нақты бизнестегі бірегей жағдайларды сипаттайтын және практикада іске асырылған шешімдері бар; берілген проблемалық сұраққа белгісіз жауабы бар кейстер. Кейс тапсырмаларының бір немесе басқа түрін таңдау оқу мақсаттарымен және пәнді игерудің қажетті деңгейімен анықталады. Бағалау қорының қалыптасуында кейстер бір-бірін толықтырады. Көптеген мамандар кейс-технология әдістемесін қандай да бір проблемалық жағдайды білім беру мақсатында топтық талқылау және оны шешуді ұжымдық іздестіру ретінде айқындайды, яғни бұл әдісті қолдану күндізгі оқу аудиториясын қамтиды. Білім мен практикалық дағдыларды жеке игеру үшін кейс-технологияны қашықтықтан қолдану туралы мәселе ұзақ уақыт бойы жеткілікті түрде қамтылмаған. Осы баптың материалы осы олқылықты ішінара

толтырады. Практикалық маңыздылығы. Жарияланымда талқыланған кейс-технология әдістемесі студентке бағытталған кәсіби жоғары білімге көзқарасты жүзеге асыруға ықпал етеді. Қашықтықтан оқыту кезінде кейстерді қолдану тәжірибесін зерттеу осы әдістің амбебаптығы мен тиімділігін көрсетті.

Тірек сөздер: кейс, кейс-әдіс, технология, қашықтықтан білім беру, педагогикалық білім беру, оқытудың интерактивті әдістері, пікірталас, вебинар, педагогикалық коучинг.

ВНЕДРЕНИЕ КЕЙС-ТЕХНОЛОГИИ В ДИСТАНЦИОННОЕ ОБРАЗОВАНИЕ

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Аннотация. В статье рассматриваются ведущие направления реализации кейс-технологии в дистанционном образовании. Особое внимание уделяется способам активизации обучающихся, использованию интерактивных методов, а также проблеме формирования профессиональных компетенций в системе дистанционного образования. Были изучены возможные виды и формы кейсов и выделены несколько вариантов адаптации их содержания к электронной обучающей среде, которая обладает как ограничениями, так и обширным дополнительным образовательным потенциалом. На конкретных примерах продемонстрированы различные типы кейсов: иллюстрирующие процессы и понятия; имитирующие шаблонные процессы; описывающие оригинальные ситуации в реальном бизнесе и имеющие решения, уже реализованные на практике; кейсы с неопределенным ответом на заданный проблемный вопрос. Выбор того или иного типа кейсовых заданий определяется учебными целями и необходимым уровнем освоения дисциплины. Кейсы дополняют друг друга при формировании фонда оценочных средств. Большинство специалистов определяют методику кейс-технологии как групповое обсуждение в образовательных целях какой-либо проблемной ситуации и коллективный поиск ее решения, т. е. применение этого метода предполагает аудиторную очную форму обучения. Вопрос об использовании кейс-технологии в дистанционном формате для индивидуального обретения знаний и практических навыков долгое время оставался недостаточно освещенным. Материал настоящей статьи частично восполняет этот пробел. Практическая значимость. Обсуждаемый в публикации методику кейс-технологии способствует реализации подхода к профессиональному высшему образованию, который ориентирован на студента. Исследование опыта применения кейсов при дистанционном обучении показало универсальность и эффективность данного метода.

Ключевые слова: кейс, кейс-метод, технология, дистанционное образование, педагогическое образование, интерактивные методы обучения, дискуссия, вебинар, педагогический коучинг.

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