

**THE USE OF A CASE STUDY AS AN EDUCATIONAL TECHNOLOGY OF THE  
FOREIGN LANGUAGE TEACHERS  
PROFESSIONALLY-ORIENTED TRAINING**

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**Abstract.** The case method in the educational process contributes to the formation of professional competencies of future teachers. The purpose of using this method of situational problems is to assume the optimization of the process of training students. The article presents the technology of using the case method in higher education.

Presentation of the results of a case analysis is a very important aspect of the case-study method. The ability to publicly present an intellectual product, advertise it well, show its advantages and possible directions for effective use, as well as to withstand a barrage of criticism, is a very valuable integral quality of a modern specialist. Presentation hones many of the deep qualities of a person: will, conviction, purpose, dignity, etc.; it develops skills for public speaking communication, the formation of your image.

**Keywords:** case technology, case method, situation, analysis, method of situational training.

Society's desire for sustainable development based on solving global problems leads to the development of international contacts. Foreign language is one of the basic objectives of vocational training in the modern university, a student's foreign language communicative competence for participation in international cultural and professional communication to meet professional needs, the implementation of personal and further professional self-education and self-improvement.

The use of the case-study method as a technology of professionally-oriented training is a complex process. Formally, the following stages can be distinguished: familiarization of students with the text of the case, case analysis, organization of the case discussion, discussion, presentation, evaluation of the participants of the discussion, summing up the discussion. Familiarization of students with the text of the case and subsequent analysis of the case are most often carried out a few days before its discussion and are implemented as independent work of students; the time allocated for preparation is determined by the type of case, its volume, and complexity.

The general scheme of working with the case at this stage can be presented as follows: first of all, you should identify the key problems of the case and understand which of the presented data are important for solving, enter the situational context of the case, determine who its main actors are, select the facts and concepts necessary

for analysis, understand what difficulties may arise when solving the problem, the next step is to choose the research method[1].

*Features of different types of analysis when using the case method*

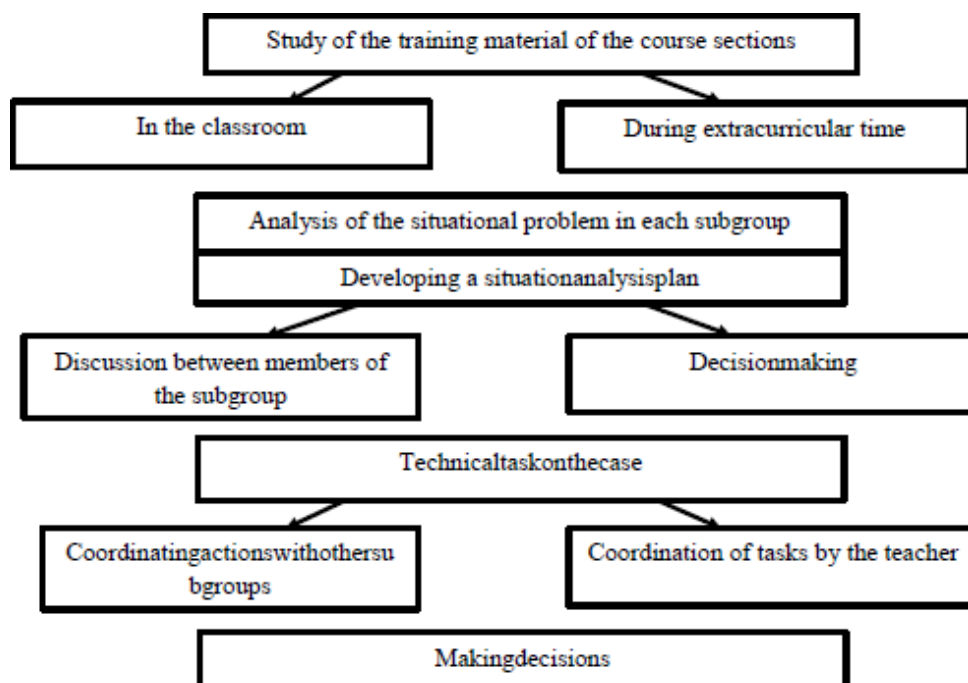
Types of analytical activities	Characteristics	Main varieties
Problem analysis	Identification of problems, the formation of the problem field, their qualification.	Analysis of the problem content of the situation. Analysis of problem conditions situation. Analysis of problematic consequences of the situation.
System analysis	Consideration of an object from the perspective of a system approach is a certain system characterized by structure and functions.	Descriptive analysis, i.e. based on the existing structure, functions are formed. Constructive analysis, i.e. a structure is created based on the specified functions.
Praxeological analysis	Consideration of activities processes from their optimization.	Analysis of ways to optimize activities. Algorithmization and modeling of activities.
Predictive analysis	Forming predictions from the development of the situation.	Normative predictive analysis, when the future state of the system is set and the ways to achieve the future are determined. Search predictive analysis, in which the situation of the future is determined by building trend models.

When analyzing professionally-oriented training situations, students learn to set specific goals, look for ways to move towards them, and try to anticipate the possible consequences of these decisions and actions. This develops students' communication skills, insight, ability to diagnose problems, and ability to understand their features and specifics. At each workshop, students should be asked to choose for individual analysis one of the very briefcases, 3-4 situations, independently developed by students of this group. After appropriate discussion and voting, the best of the proposed situations is selected for detailed analysis. Most of the preparation for a case study session should be done by students before the next seminar session begins. The training consists of studying the situation itself and

independently working out the theory and concepts related to the relevant problems in specific disciplines. The student gets used to the role of a specialist who needs to analyze or solve this problem. Alternative solutions should be as many as possible then the probability of choosing the correct one is the maximum. Alternative solutions are not what to do in a particular situation, but what to do, taking into account the specific features of each conflict separately. For each of the alternative solutions, students offer as many positive and negative factors as possible that characterize each of the alternative solutions. This approach to identifying alternative solutions will help the student not “fixate” on one particular option. Sometimes even the most “delusional” thoughts after reflection and analysis can bring some benefit in solving the problem.

In the classroom, small groups are formed to jointly analyze a specific situation and work out a solution. The optimal number of participants in a small group is 3-5 people. You should avoid creating groups of the same composition when multiple situations are considered, i.e. there should be a constant “mixing” of students to create new communication links — this is one of the goals of training. Each small group works independently, not knowing what decision other groups make. This is necessary to focus the group’s attention on one solution. Before starting a discussion, the teacher sets a strict time limit (ideally 20-25 minutes). The group selects a speaker. He will present the group’s decision to the audience. However, you can leave the choice of speaker to the teacher to avoid nominating the same students, usually informal leaders; then everyone will be the speaker. A necessary condition for discussion is to formalize thoughts in writing. This allows you to more clearly formulate the decision of the group and, of course, the speaker will need when speaking.

Thus, the working stage of working on the case can be represented schematically (fig. 1).



There is another way to work with situations. Work on the situation occurs without distributing students into groups, and immediately the entire audience. Each student acts as a speaker, presenting their solution to the situation. The student should always come to class well prepared [2].

At the same time, the teacher may take an active or passive position, sometimes he “conducts” the analysis, and sometimes is limited to summarizing the discussion.

The organization of case discussions is usually based on two methods. The first of them is called the traditional Harvard method-open discussion [3].

An alternative method is a method associated with an individual or group a survey in which students make a formal oral assessment of the situation and offer an analysis of the presented case, their decisions, and recommendations, i.e. make a presentation. This method makes it easier for the teacher to exercise control, though, and allows some students to minimize their learning efforts, since each student is interviewed once or twice per class. The method develops students’ communication skills and teaches them to express their thoughts clearly. However, this method is less dynamic than the Harvard method. In an open discussion, organizing and controlling participants is more difficult. Discussion is central to the case-study method. It is advisable to use it when students have a significant degree of maturity and independence of thinking, can argue, prove, and justify their point of view. The most important characteristic of a discussion is the level of its competence, which consists of the competence of its participants.

A special place in the organization of discussion when discussing and analyzing the case belongs to the use of the method of generating ideas, called “brainstorming” or “brain attack” [3].

The method of “brainstorming” was proposed in the 30<sup>th</sup> of the last century by A. Osborn as a group method of solving problems. By the end of the twentieth century, this method has become particularly popular in the practice of management and training, not only as an independent method but also as certain integration into the process of activity to increase its productivity. In the process of learning, “brain attack” acts as an important means of developing students’ creative activity. “Brainstorming” includes three phases:

The first phase is an entry into psychological looseness, rejection of stereotyping, fear of appearing ridiculous and unsuccessful; it is achieved by creating a favorable psychological environment and mutual trust when ideas lose their authorship and become common. The main task of this phase is to calm down and relax.

The second phase is the actual attack; the task of this phase is to generate a flood, an avalanche of ideas;

- “brain attack” in this phase is carried out according to the following principles: - there is an idea, - I say, there is no idea – - I am not silent;

- the most unbridled association is encouraged, the wilder the idea seems, the

better;

- the number of suggested ideas should be as large as possible;
- the ideas expressed can be borrowed and combined in any way, as well as modify and improve;
- criticism is excluded, you can express any thoughts without fear that they will be recognized as bad, critics are deprived of words;
- the social status of the participants does not matter; it is absolute democracy and at the same time authoritarianism of a crazy idea;
- all ideas are recorded in the protocol list of ideas;
- the time of utterances is no more than 1-2 minutes.

The third phase is a creative analysis of ideas to find a constructive solution to the problem according to the following rules:

- analyze all ideas without discriminating against any of them;
- find a place for an idea in the system and find a system for the idea;
- do not multiply entities unnecessarily;
- the beauty and elegance of the result should not be disturbed;
- there must be a fundamentally new vision.

In the case-study method, a brain attack is used when a group has real difficulties in understanding the situation, and it is a means of increasing the activity of students. In this sense, the brain attack is not presented as a tool for finding new solutions, although this role is not excluded, but as a kind of “fuse” to the bomb of cognitive activity.

Presentation of the results of a case analysis is a very important aspect of the case-study method. The ability to publicly present an intellectual product, advertise it well, show its advantages and possible directions for effective use, as well as to withstand a barrage of criticism, is a very valuable integral quality of a modern specialist. Presentation hones many of the deep qualities of a person: will, conviction, purpose, dignity, etc.; it develops skills for public speaking communication, the formation of your image.

It should be noted that the pedagogical potential of the case-study method is much greater than the pedagogical potential of traditional teaching methods. The presence of disputes, discussions, and argumentation in the structure of the case-study method trains the participants in the discussion, teaches them to observe the norms and rules of communication. The teacher must be sufficiently emotional during the entire learning process, resolve and avoid conflicts, create an environment of cooperation and competition at the same time, and ensure that the student's rights are respected.

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## **КЕЙС ӘДІСІН ШЕТ ТІЛІ МҰҒАЛІМДЕРІН КӘСІБИ-БАҒЫТТАЛҒАН ДАЯРЛАУДЫҢ БІЛІМ БЕРУ ТЕХНОЛОГИЯСЫ РЕТІНДЕ ҚОЛДАНУ**

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**Аңдатпа.** Оқу үрдісінде кейстік әдіс болашақ педагогтардың кәсіби құзыреттілігін қалыптастыруға ықпал етеді. Ситуациялық мәселелердің осы әдісін қолданудың мақсаты студенттерді оқыту процесін оңтайландыруды болжау болып табылады. Мақалада жоғары білім берудегі кейс-әдісті қолдану технологиясы ұсынылған.

Кейс зерттеу нәтижелерін ұсыну - кейс зерттеу әдісінің өте маңызды аспектісі. Интеллектуалды өнімді көпшілікке ұсыну, оны жақсы жарнамалау, оның артықшылықтары мен тиімді қолданудың мүмкін бағыттарын көрсету, сондай-ақ сын- ескертпелерге қарсы тұру қабілеті - заманауи маманның өте құнды ажырамас сапасы. Презентация адамның бойындағы көптеген терең қасиеттерді айқындайды: ерік-жігер, сенімділік, мақсаттылық, ізеттілік және т. б.; шешендік қарым-қатынас, олардың имиджін қалыптастыру дағдыларын дамытады.

**Тірек сөздер:** кейс-технология, кейс-әдіс, жағдай, талдау, ситуациялық оқыту әдісі.

## **ИСПОЛЬЗОВАНИЕ КЕЙС-СТАДИ КАК ОБРАЗОВАТЕЛЬНОЙ ТЕХНОЛОГИИ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЙ ПОДГОТОВКИ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА**

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**Аннотация.** Кейсовый метод в учебном процессе способствует формированию профессиональных компетенций будущих педагогов. Целью использования данного метода ситуационных задач является предположение оптимизации процесса обучения студентов. В статье представлена технология использования кейс-метода в высшем образовании.

Представление результатов кейс-анализа является очень важным аспектом метода кейс-стади. Умение публично представить интеллектуальный продукт, хорошо его рекламировать, показать его преимущества и возможные направления эффективного использования, а также выдержать шквал критики-очень ценное интегральное качество современного специалиста. Презентация оттачивает многие глубинные качества человека: волю, убежденность, целеустремленность, достоинство и т. д.; развивает навыки ораторского общения, формирования своего имиджа.

**Ключевые слова:** кейс-технология, кейс-метод, ситуация, анализ, метод ситуационного обучения.

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