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CASE STUDY AS MODERN EDUCATIONAL TECHNOLOGY

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***Annotation.** The article is about case study as one of the modern educational technologies which makes urgent and necessary mastering of students' foreign languages in the process of different problems solving.*

***Keywords:** case study, educational technologies, decision making, team work, motivation, foreign languages knowledge.*

[18249*1,5=27373,5]

Case study is modern educational technology which presents methods of analysis. The technology consists of specific cases (situations, stories, texts) used for joint analysis, discussion or decision making by the students of a certain branch of learning. From methodological view point case study is specially prepared teaching material which includes structural description or modeling of real life situations. The goal of this article is to reveal case study nature as situational practice. As a rule a real life problem or situation has already had preliminary decision, which is necessary to analyze. The decision, that a case player makes, may be both an example of student's competence and professional skill and a real life decision making. As a rule every case study has several decisions. Every case player may always propose his or her own unique variant of decision [1].

The value of case study as educational technology doesn't reflect practical problem only, but it makes urgent and necessary mastering of students' knowledge in

the process of this problem solving. Also case study successfully combines educational and analytical activities which present effective methods of realizing educational tasks. Case study as educational process consists of three main steps:

1. Individual training. It means that the first step of case study is basic for further learning process. At this stage information should be structured from basic to self – development activities which contain criteria and alternatives. Basic quantitative analysis of exact diagnostics is necessary to restrict existing alternatives.

2. Small group discussion. Small group discussion creates essential link between individual training and panel discussion. The main advantages of group discussion are: the ability of group members to check their own skills; the desire to get individual training, because the group mates pressure makes better preparing; the ability of each student to speak in a limited time period; the ability to work effectively in a team; the ability to form identity of views; the ability to form communicative

skills as a result of ideas exchange with group mates and the ability to form mutual correlation. The team work motivation is great until students feel significance of their individual training. Small group discussion is not effective until each group mate expresses the idea about situational practice.

3. Panel discussion. Panel discussion is a situation in which a group of people is united to discuss an issue, often to provide feedback, to brainstorm problem solutions or to discuss public issue in front of the audience. Panel discussion effectiveness of situational task depends on highly motivated atmosphere of a class, when each student understands that his or her active participation in the discussion is important for further learning experience. Situational methods favor effective results of learning such as ability to think over the assigned task carefully; quickness of understanding as far as students are forced to answer different questions and express their opinions; ability of thinking which is training with the help of speech patterns or questions aiming to develop communicative skills [2].

Regular case study application may be concentrated on the problems of a company's management. It will help students to evaluate the ways of these problems solving. It assumes on deep analyses and draws a conclusion by means of hypothetical plan of actions. Recurrence of actions develops analytical and diagnostic capability, ability to concentrate on dilemma and decision even in the case of process modeling. Situational method of

learning is an instrument of inductive thinking stimulation.

4. Case study classification. Case study is classified according to its structure. Highly structured case is a short and ex-act situation description with accurate figures and data. This type of case has a certain amount of correct answers aimed to evaluate knowledge or ability to use one formula, skill and technique in a certain field of knowledge. Unstructured cases correspond to material with a large amount of data, necessary to evaluate the style and speed of thinking, ability to separate the essential point and skills of work in a certain field of knowledge from subordinates. They have several correct variants of answers and possibility to make unconventional idea. Ground breaking cases may be both short and long. Observation of this case solution makes it possible to see whether a man has nonstandard way of thinking and a number of creative ideas he can suggest at a certain time period, how he can take them up, develop and apply in case of a group solution. Case study is classified according to its form. There may be paper and video cases. Case study is classified according to its size. Full cases (20-25pages on average) aimed at several days' team work and team presentation of the problem solution. Short cases (3-5 pages) aimed at class analyzing and discussion [2].

Case study is a successful technology of practical material development, obtaining team work skills, decisions grounding, results reporting, because situational exercises contribute to students' real life situations and entrepreneurship.

Case study technology is a progressive form of students' getting new knowledge and it is actively applied in educational process. It is important for successful management career.

Cases are classified according to their structure, presentation form, size, complicity level, branches of learning, types of companies and regions. *Highly structured case* is a short and exact statement with quantitative data. There are certain correct answers for this type of cases. They aimed to evaluate knowledge or ability to use one formula, skill or technology in a certain field of knowledge. There are also *unstructured cases* which present material with a large amount of data aimed to evaluate style and speed of thinking, ability to separate the most essential thing from that of minor importance. The unstructured cases have several variants of correct answers and usually non-standard decisions are not excluded. *Ground breaking cases* may be both short and long. This type of cases help revealing whether an observable person can make non-standard decisions or not and what number of creative ideas he can have to solve a problem in a certain time period. When a team decision making whether he can take up somebody else's idea, develop it and use in practice. There are different forms of case presentation. The most widely used are paper cases and video cases. Among *size cases* there are full cases, concise cases and mini cases. Full cases (20-25 pages) are used in a several days team work and mean team decision presentation. Concise cases are used at the lessons and mean general discus-

sion. Mini cases like concise cases are used in class to illustrate complicity level of strate theory. Mini cases may be short (1 or 2 paragraphs) and have questions for class discussion. This kind of cases may have one or several branches of learning, two paragraphs and has questions to discuss in class. Cases of different *complicity level* are developed for bachelor and master levels, for the MBA (the Master of Business Administration) level and post-graduate courses. Among cases of different branches of learning there are such cases as "Audit and Accounting", "Business and State Relations", "Competition Strategies", "Entrepreneurship", "Finance", "Management", "Personnel Relations", "Data Resource Management", "Marketing", "Negotiations", "Operational Management", "Business Administration and Leadership", "Service Administration", "Business and Social Responsibility", "Psychology", "Sociology". *Company type cases* include big, small and medium-sized businesses cases. *Regional business cases* include North American cases, European cases and developing and transition economy countries cases [3].

Role play. The participants are organized in commands and carry out individual or command roles. Playing activities influence simulation model preceded in the process of participants' interaction and regulated by the rules.

5. *Case study technology.* The study begins with planning. The first stage of working with case study is organizing (5 minutes). The next stage is motivation defining (5 minutes). The third stage is setting of an object (5 minutes). The fourth

stage is students' knowledge-based assessment (15 minutes). Then guidance comes. The next stage is case of self- developing work (90 minutes). This stage of work stipulates case discussion in teams (case analysis and decision presentation). The seventh stage is discussion summary and consolidation. The eighth stage of case study is concluding session. The next stage is final students' knowledge and assessment (10 minutes). The last stage is home task setting [4].

6. *Case study structure.* Case study structure consists of basic knowledge control; case study development; questions and answers; commentary on the case; theoretical application: students' final knowledge and assessment.

7. *Case study technique.* Case study technique includes: modeling method, problem method, descriptive method, gaming technique, brainstorming activity, discussion technique, the effective case study technique, new information or broadening one's knowledge and data acquisition techniques. All of them include building of model situation; systems analysis, representation and development. There is also the intelligence method which consists of learning and experimental situational transformation. It is very important to create new educational approach, rising of professional competence level, assimilation of problem analyses technique, reading skill technique, theoretical and practical knowledge correlation [10].

Now let us consider the case study set up. It begins with preparation stage: accumulation of making decision experi-

ence and acting in a new situation. The main task at this stage is optimal material choice and collating. It includes additional and supplementary case material; development of problem solving variants; a new model of work preparation [5].

The next stage is teamwork or synergy. Its main task is to create team work motivation and initiative. At this stage the problem is to be set and students are given the texts. Teamwork focuses on small groups or individual activity. Students are divided into groups and answer the question in a certain time period, unite individual answers in one answer suitable for presentation and choose a speaker who will present this answer. Then problem description is evaluated and the teacher organizes and directs the discussion.

The main task of teamwork analyses and reflection stage is to demonstrate case study educational results. Study efficiency and presentation technique are analyzed for this purpose. The further tasks are set and the teacher finishes the discussion, analyzes and summarizes teamwork [9].

Case study methodological recommendations for teamwork include the team formation according to the students' wishes. Then each team selects the leader who records the brainstorming ideas; doesn't allow their criticizing, classifies the opinions and organizes subgroup's work. After finishing the on-topic work the team leader is making 10 minutes presentation about the results of his team-work. Each team carries out one task during practical training. The subgroups, which present different teams, compete with each other. The discussion has the

following order: the case study introductory information, the exchange of opinions, dilemma plan development, dilemma discussion, dilemma decision making, the final decision making, preparation for presentation and well-reasoned short presentation [8].

Students are recommended thoroughly prepare to case study lessons. While preparing to it students should carefully study the situation, analyze the suggested material and draw a preliminary conclusion. The students' task is to carry out independent, detailed situation analysis. The model pattern of preparation to the seminar discussion includes the scanning of the situation material, reading it through carefully, considering all facts and situations. Then comes the acquaintance with charts and figures, setting up the strategic problems, applying concepts, techniques and approaches to the subject students have already learnt. It is very important to prove one's opinion by arguments and facts. While working in a team each member is recommended to follow the definite rules. They are: to take an active part in discussion work, to be tolerant to the other team members' opinions. They shouldn't interrupt the presenter or repeat themselves. They shouldn't manipulate imperfect or incorrect data in order their opinions be accepted. Team members have equal rights and they cannot impose their view points and should formulate their final opinion carefully. For the results presentation it is recommended to write one page summary (text, tables and graphs). The team leader should make 10 minutes presentation

with preliminary main results recorded on the blackboard. The rest teams are listeners or opponents of the presenter and then they evaluate the team leader presentation. The final results are made by the teacher [9].

Teachers are recommended thoroughly organize case study lessons. The team should include students with equal level of knowledge. The team is divided into separate subgroups which are formed of students' own accord and interests. The group consists of 4 – 6 people, rather of even number. Each group has to choose its own leader or coordinator. Case study is creative work that is why the unflagging discipline is not necessary. The teacher should only coordinate the students' work. Self-discipline and self-organization should exist in each group. The teacher instructs students on cultural communication and discussion. Students should be located to have their potential interlocutors. The teacher's role is to come to the team and to listen to the students participation in discussion, sometimes to inspire them, but not to evaluate them. The teacher's attitude should be neutral. He has only controlling and situation correcting functions. If the discussion is not interesting, the teacher should direct it properly and remove stress if it is necessary. When general discussion comes to an end, the teacher returns to his traditional role and summarize the lesson. It means that the team should revise theory and case topic or its parts names. Then the team is discussing real situation and the teacher should stress that not all problem solutions are optimal. The strong and

weak points of students 'decisions should be mentioned and several decisions should be accepted if they are grounded. It is better not to put marks for case study. It is enough to mark the degree of their participation in case study [6].

To reveal each student's preparation level testing is used at the end of case study. Case study development is a very difficult task which sets up a claim of high professionalism, pedagogic skills and erudition. Especially difficult is to choose concrete situations for case study. Ready materials may be taken from foreign sources of information or mass media.

Case Study

Surplus: Sale Merchandise

Class – the first year students of economics

Time – double hour

Case form – practical

Case type – mini case (They are used in class to illustrate complicity level stra-ta theory. Mini cases are short and have questions for class discussion).

Case task:

The teacher defines the problem of the lesson as supply and demand and names the topic "Surplus: Sale Merchandise" after the discussion the students decide the problem "how to increase sales" independently.

Useful language bank for communication expressing opinion:

*My point of view is that; it seems\appears to me that; I think\believe...\must...\; in my opinion\ To me...\may\ might; from my point of view; to my mind/ way of thinking; as far as I am concerned;I am totally against; I (do not) agree that \ with; I (completely) agree \disagree that *

with; I want to ask a question; sorry, could you repeat that?; I think we should leave this point and come back to it later; so what you're saying is you will ; can we just summarize the points we've agreed so far?

Teams tasks:

Task 1. Teresa Cintron is engaged in the commercial purchase. She sales clothing in her clothing store. Each summer and winter Teresa holds a sale of the previous season's remaining items. Have you ever buy anything in a sale? Who is to profit more from it-sellers or customers?

Task 2. Read the description of Teresa's Sale Days and complete the task below.

It is the end of January and Teresa is taking inventory – counting what is left in her clothing store. In her latest end –of – season inventory, Teresa has found that there are 45 blouses and tops. The 25 items are divided almost equally among three price ranges. There are 20 blouses selling for \$20 each, 15 tops for \$ 15 each, and 10 tops for \$10 each.

To sell these remaining winter items, Teresa lowers the prices on the 45 blouses and tops by 20 to 50 percent. To bring customers into her store, Teresa advertises the \$15 tops at 7. 50 each. This price is about what Teresa paid for the top from her supplier. Teresa reduces the other items about 20 percent. Teresa still is able to make a small profit on these items.

Teresa's January Sale Days are a success. She sells 35of her 45 summer blouses and tops. The ten remaining tops she places on a rack marked "Reduced" and sells at an even lower price. Teresa's spring and summer stock will fill the rest of the store.

Task 3. What price ranges are Teresa's goods divided into?

Task 4. With your partners answer the questions about Teresa's success in selling summer and winter clothing.

1. How does Teresa's decision to hold a sale illustrate the law of demand?

2. How might the law of diminishing marginal utility work on customers in Teresa's store?

3. What might happen to Teresa's sale if another nearby clothing store reduced prices to less than Teresa's prices?

4. Is the demand for Teresa's tops and blouses elastic or inelastic? Why?

Task 5. In your teams summarize why Teresa had a success holding a sale. What would you do if you had had such shop [7]?

In conclusion it should be noted that case study technique requires much time and strength to prepare and develop case study material, but it allows the teacher to form the students' independence of thinking, the ability to argue and to prove their view point in foreign language. The results of the teacher's work bring complete job satisfaction.

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