USING CASE STUDIES TO CULTIVATE ANALYTICAL THINKING IN EDUCATION

Hlushych Valentyna
Ph.D., Associate Professor
Department of Business Journalism and Digital Media
S. Kuznets Kharkiv National University of Economics,
Kharkiv, Ukraine
Hlushych Vitalii
IT Teacher Second Qualification Category,
Slobozhansky State Lyceum with Enhanced Military and Physical Training,
Kharkiv, Ukraine

The modern education system in Ukraine is undergoing profound transformations driven by the need to improve the effectiveness of professional training and compliance with competency-based learning standards. Within this approach, the development of integrated cognitive and practical abilities of students is of particular importance, among which analytical thinking plays a key role. It is defined as a complex cognitive competence that is realised through the systematic processing of information flows, identifying the essential characteristics and features of phenomena, establishing cause-and-effect and logical relationships, comparing and evaluating alternative options, generalising data and formulating reasoned conclusions, as well as developing optimal decision-making strategies in professional and social practices.

The relevance of case technology research is determined by modern educational requirements for the formation of cognitive autonomy, critical thinking and professional competence in students, which are necessary for the effective solution of complex tasks in a dynamic information environment. Analytical thinking is an integrated cognitive competence that ensures systematic processing of information and sound decision-making in various areas of practical activity. It manifests itself in the ability to identify key characteristics of phenomena, conduct systematic data analysis, establish logical and causal relationships, compare and generalise information, and formulate conclusions that can be effectively applied in practice.

The development of analytical thinking contributes to the formation of cognitive independence in students, which manifests itself in the ability to evaluate information flows, choose optimal problem-solving strategies, and make informed decisions in various conditions. In addition, such competence ensures the ability to solve complex problems by integrating knowledge from different disciplines and combining theoretical analysis with practical experience. In the modern educational context, the development of analytical thinking shapes readiness for professional activity in uncertain and dynamic conditions, which is an important component of adaptation to the requirements of the information society.

Case study is a pedagogical technology based on the analysis of specific problem or applied situations that are close to the real conditions of professional and social practice. The main didactic unit of the method is a case, which is a structured

description of a situation containing a set of facts, data and conditions necessary for analytical understanding of the problem. A distinctive feature of a case study is the absence of a single correct solution, which encourages learners to critically analyse, compare alternative strategies and form their own position based on reasoned conclusions.

The case study method integrates elements of problem-based learning, role-playing, project work, discussions and brainstorming, which ensures the comprehensive development of students' cognitive, communication and social skills. Thanks to this, students not only acquire theoretical knowledge, but also gain practical analytical and critical thinking skills necessary for decision-making in their professional activities. The use of case technology in the educational process contributes to the activation of the educational and cognitive activities of students, the development of analytical and critical thinking, the formation of decision-making skills in conditions of uncertainty, and the integration of theoretical knowledge with practical experience.

The use of case technology does not necessarily involve the use of digital learning tools. However, the integration of modern information and communication technologies significantly increases its didactic potential, especially in distance or blended learning formats. Working in groups develops collective competencies, responsibility for a common result, the ability to defend one's position with arguments, and to reflect on learning activities.

Case technology is an effective pedagogical method for developing analytical thinking in students, as it ensures:

- integration of theoretical knowledge and practical experience;
- the development of cognitive independence and critical thinking;
- the formation of professional readiness and key competencies necessary in modern educational and professional activities.

Thus, the integration of case technology into the educational process is an effective pedagogical tool for developing analytical thinking in students, as it creates conditions for an active cognitive process, systematic integration of theoretical knowledge and practical experience, development of cognitive independence and formation of professional readiness. The introduction of case technology meets the modern requirements of competence-oriented education, stimulates critical thinking, promotes the development of reasoned decision-making skills, and ensures improved learning outcomes.

References

1. Davydenko, V. V. (2021). Formation of analytical thinking of students through active learning methods. Scientific Notes. Series: Pedagogical Sciences, (198), 72–78.
2. Verkhovna Rada of Ukraine. (2024). Law of Ukraine "On Education" (as of 2024). https://zakon.rada.gov.ua/laws/show/2145-19
3. Cabinet of Ministers of Ukraine. (2020, July 1). Concept of the development of pedagogical education in Ukraine(Resolution No. 763-r). https://mon.gov.ua

4. Margvelashvili, O. V. (2022). Case method as a tool for developing students' critical thinking. Education and Development of Gifted Personality, (2), 38–44.
5. Piskunova, N. M. (2020). Interactive learning technologies in higher education institutions. Kyiv, Ukraine: Slovo Publishing House.
6. Pometun, O. I., & Pyrozhenko, L. V. (2018). Interactive learning technologies: Theory and practice. Kyiv, Ukraine: A.S.K.
7. Sydorenko, O. I. (2019). Case-study method in professional education: Educational-methodical manual. Kyiv, Ukraine: Center of Educational Literature.
8. Smolianinova, O. H. (2020). Case technologies as an innovative teaching method. Pedagogical Sciences: Theory, History, Innovative Technologies, (3/97), 45–53.
9. Surmin, Y. P. (2018). Case method in specialist training: Theory and practice. Kyiv, Ukraine: National Academy of Public Administration.
10. Sheremeta, P. M., & Kanishchenko, H. O. (2017). Case method: Teaching experience in Ukrainian educational institutions. Kyiv, Ukraine: Osnovy.

САМОСТІЙНА НАВЧАЛЬНА ДІЯЛЬНІСТЬ СТУДЕНТІВ У ЗМІШАНОМУ ФОРМАТІ В УМОВАХ ВОЄННОГО СТАНУ

Заріпов Рінат Рахімзянович
викладач фізико-математичних дисциплін
КЗ «Прилуцький гуманітарно-педагогічний фаховий коледж
імені Івана Франка»
Чернігівської обласної ради
м. Прилуки, Україна
Заріпов Артем Рахімзянович
викладач фізико-математичних дисциплін
Прилуцький технічний фаховий коледж
м. Прилуки, Україна

Події останніх років спричинили суттєві трансформації освітнього процесу в Україні. Особливого значення набули моделі навчання, що забезпечують безперервність освіти за умов обмеженого доступу до аудиторій та постійних ризиків. Змішане навчання, яке до 2022 року розглядалося переважно як прогресивний формат модернізації, було вимушено інтегроване у широкий масив освітньої практики, зокрема у вищій школі.

Самостійна навчальна діяльність студентів стала однією з ключових ланок цієї трансформації, оскільки саме вона заповнює простір між синхронною взаємодією з викладачем та асинхронним виконанням завдань у цифрових середовищах [3; 8]. За умов воєнного стану її роль посилюється ще більше й набуває значення механізму підтримання академічної стабільності.