

"Methods of using case technology in the educational process"

Zharylkasyn Zhansaya (Karaganda state University, 1 kypc)

The method of using case studies enables the student to use the information acquired in a particular situation. A case study for the first time at Harvard Business School in the first half of the last century. It is still widely used as one of the most effective teaching methods in the world. The case method allows you to demonstrate academic theories in terms of real situations. This allows students to explore the subject, analyze information, analyze and analyze information, as well as analyze various situations. The focus of the case study is to examine in detail the students' realistic or creative (predetermined) situation and a concrete assessment of this situation and their perspectives. a. Designed to develop the student's individual abilities. Real interest in case study technology came to us in the 1990s. This is due to a radical change in the balancing processes of the economy, the requirements of the skills of experts in all areas of the economy and society. The new tasks of the socio-economic market situation have raised the "Raised to the shield" to a competence-based approach; He assessed an expert with the ability to apply theoretical knowledge to risk, decision uncertainty, take responsibility, and analyze multi-level cause-effect relationships. An expert who can work in a team in all areas, produce ideas and technologies for implementation, an enthusiastic for innovation, and can work critically, efficiently and analytically with a wide range of information.

Therefore, the use of an individual approach to the formation of oral speaking skills of students is a new system of individual pedagogy that is of interest to classroom teaching for modern educational needs.[1,p. 48]

In the case of a case study, the teacher's actions consist of two stages. The first stage is creative work on selecting a case and asking questions. Selecting a situation on a topic; - purpose and mandatory definition; - Design and description of the situation. The second stage is the teacher's effectiveness in the audience. Case stage in the classroom. - entry into the case; - analysis of the situation (in small groups); - discussion; - summarizing. In modern education, it is impossible to train a competent and versatile expert until it focuses on advanced teaching technologies.

Currently, methods for introducing a phased approach to teacher education are applied: Virginia Yasin, K. Christensen, M.V. Korotkov, M.V. Clarin, A.I. Naumova, A.M. Zobina, M.S. Kerimbaev, V.A. Cannes-Kalik, N.D. Nikanberov, B.N. Kiseleva, I.V. Kozinov. Lipsina, G. A. Polonsky, D. Ekinson, I. Wilson.

The essence of the method lies in the fact that, to some extent, the audience is presented with a ready-made situation that imitates the real, vital. Most of the time, it is written in the form of a finished "story i with the final being " clear ". As a training task, participants are invited to analyze it and to propose solutions.

Case classifications are

1. According to structure:

- Structured cases - a brief and accurate representation of the situation with specific numbers and data. There are some cases for this kind of case. The number of correct answers. Knowledge or a formula is designed to assess the ability to use skills.

- Unstructured cases. It is a material that contains a lot of data and aims to evaluate the style and speed of thinking, the ability to separate the main thing from secondary and business skills in a particular area. There are a few correct answers for them and the possibility of finding a non-standard solution is usually not overlooked.

- Leading cases can be very short or long. Observing such a case decision makes it possible to see whether a person can think outside the box and how many creative ideas there are. [2,p. 80-81]

Nowadays, there are many different methods for using case technology in the classroom, especially modeling, mental, problematic method, explanation method, game methods and also brain attack. Now we use all these methods to improve our lessons. Every year, new methods and technologies are constantly developed by educators. A well-known modeling method for everyone. A model is a compact and compact representation of a particular object, process, or phenomenon Modeling is the creation of models (layouts) to examine objects, processes, or events. This model is always made until a prototype appears in mind. Different models can create for an object. Creating a model depends on the purpose of the study and the amount of data collected by the prototype. A weighted look at the role of Case Study in generalizing and testing hypotheses at Ekstine: "Comparisons and Case Study -alternative methods of searching for test hypotheses; the choice between them should mainly be solved sooner (by arbitrary or practical, rather than logical considerations ... "[3, p. 116,]. Ekstine uses the term theory in the "hard" sense, including explanation and prediction. This makes him reject the view that the cops cannot serve a test of theories or a generalization stronger than my view, limited to checking the "theory" in the "soft" sense, in the sense of testing assumptions or hypotheses. Ekstine shows that if in predictive theories existed in social science; CS would be suitable for testing these theories, like other methods.

A very relevant new technology method, a brainstorming strategy that all students love - this is a collective discussion, an effective way to solve the problem. The solution of a problem by listening freely to the views of each member. This method is one of the most important ways for personality development. While preserving the brainstorming principle, it is a good idea to develop the student's creative thinking outside the box. The principle of a brainstorming strategy is simple. The teacher creates a group and asks you to solve the problem (for example). When all students begin to express their views, no one can express and evaluate their views. When all students begin to express their views, no one can express and evaluate their

views. A few minutes after monitoring the application, many results may be found. The point of view here is not the goal, but the basis for making a conscious decision.

One of the most widely used methods in higher education is the game method. The interactive and other features of the site show that the place of a person to master the knowledge and skills is very effective and widely used in self-learning lessons. Play is a socio-cultural phenomenon that allows a person to appreciate his / her value. Cultivologists point to various play activities. Its main function is the development of personality. The fact that the game is not a copy of reality but a dream proves that it can play a symbolic role. Here, the game is considered a bridge between real experience and abstract thinking. Another unique feature of the game is the development of interpersonal relationships: a means of resolving conflicts and transmitting emotions. It does not claim that the game is a way for adults and children to engage in self-centered and interpersonal relationships. There are different types of games, in pedagogy we divide the genres of games into mobile and role-playing games.

Mobile games Mobility games are often used in independent study classes. The main purpose of their use is to enhance students' emotional and interpersonal activities as well as to strengthen their bodies and spelling.

Using mobile games allows you to solve the following tasks:

- To increase the emotional activity of the student. Here are positive emotions: interest, joy, surprise;
- Group consolidation, mutual trust and cohesion of the participants;
- Show dialog template. For example, the game “meeting on one leg ((two opponents in the middle of the gimmick or at the center of the opposite line) is considered an example of a conflict situation and requires the ability to explain a person's possible actions. Participants - conflict of interest, conflict, conflict, dispute, fraud, etc. You must choose one of the actions.
- Give feedback so that everyone can evaluate their behavior by looking at the other participants in the call. For example, in the “Repeat action” game, the participant comes to a conclusion about himself by replaying the actions of the participants.
- Development of will, will, control of students.

The next type of the games is role play. Self-awareness of the game is also important. At a certain level, role-playing plays an important role in the process of human socialization. When a person is assigned a role, he tries to overcome his needs, the essence of the role-playing game is to show that although a person plays a temporary role and is a behavioral model he considers, he plays a certain social role. Specific decisions within this role are made by the participant. [4,p. 8-9]

Ultimately, the use of case technology improves various skills of the child and directs the student to solving the main task of the task, and not the only task, to solve hidden secrets, that is, critical thinking. Case technology is a controversial approach to traditional learning, and we find many benefits along the way. New methods differ

from the traditional teaching method in that the student is free to express his own ideas and prepare for the future. And now different methods are used today and today. Of course, these methods have flaws and are still being considered by teachers. But using the new technology in the lesson, we teachers proved that we can open the child's zeal for the lesson. For example, the above methods of playing, dividing, and brain attacks are now recognized by many teachers and students. Using this method, students and students have the opportunity to develop and improve analytical and assessment skills, learn to work in a team, apply in practice, theoretical material. The use of this method is also necessary because it allows you to see the ambiguity of problem solving in real life. You can be a wonderful specialist theorist (our system of higher education can easily provide a high level of theoretical knowledge), but learn to find the most rational solution, be ready to correlate the material studied with practice - this must be taught using active teaching methods including cases in training courses. The teacher also has some benefit in applying this method: by correctly guiding the discussion, he can deduce to a new solution to the problem, to see previously missed opportunities and facets of the situation in question .

List of references:

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