

CASE STUDY TECHNOLOGY AS A TOOL FOR IMPROVING THE LEVEL OF TRAINING OF NEXT-GENERATION SPECIALISTS

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Abstract: Today, to compete in the labor market, it's not enough to possess specific knowledge; one must be able to apply it in professional activities, often in non-standard work situations. In higher education, the 70:30, and often 80:20, ratio of theory to practice fails to produce competitive specialists with professional competencies. And often, graduates who possess advanced theoretical knowledge are completely unable to apply it in their work. The main task of education, which, in light of new concepts, inevitably requires qualitative changes, is to select modern technologies that will facilitate the transformation of theoretical knowledge into practical skills and proficiency already at the student's learning stage.

Keywords: case study technology, specialist training, practice-oriented learning, active learning methods, critical thinking, problem solving, pedagogical technologies, competency-based approach

Introduction

An analysis of the definitions of pedagogical technology proposed by many authors allows us to identify:

I. The main structural components of pedagogical technology:

1. Conceptual framework.

2. Substantive part of the training:

➤ Learning objectives - general and specific;

➤ Content of the educational material;

3. Procedural part - technological process:

➤ Organization of the educational process;

➤ Methods and forms of student learning activities;

➤ Methods and forms of teacher work;

➤ Teacher activities in managing the process of material acquisition;

➤ Diagnostics of the educational process.

The components of pedagogical technology are significant concepts of didactics, which define three basic concepts of learning:

- Traditional goal – the transfer of existing knowledge, the development of skills and abilities (J. A. Komensky, I. Pestalozzi)
- Pedocentric goal – the development of the child's personality through the spontaneous, free activity of the learner);
- Interaction between teaching and learning (the goal is to develop a system of knowledge and ensure the development of the student's personality: Zankov, Elkonin, Davydov, Amonashvili)
- Today, the concept of interaction between teaching and learning best meets the requirements of the new educational paradigm, as the activities of teaching and learning fully satisfy the structure of the modern pedagogical process.

Based on the connection between teaching and learning and their interaction, pedagogical methodology has defined the characteristic features of pedagogical technology [1].

II. Characteristics of Pedagogical Technology

The works of V. P. Bespalko have become widely known, where he identified the following characteristics of pedagogical technology:

- Clear, consistent pedagogical and didactic development of learning and education goals;
- Structuring, organizing, and compressing information to be learned;
- Integrated use of didactic, technical, and computer-based training and monitoring tools;
- Strengthening, to the extent possible, the diagnostic functions of learning and education;
- Guaranteeing a sufficiently high level of quality of instruction;

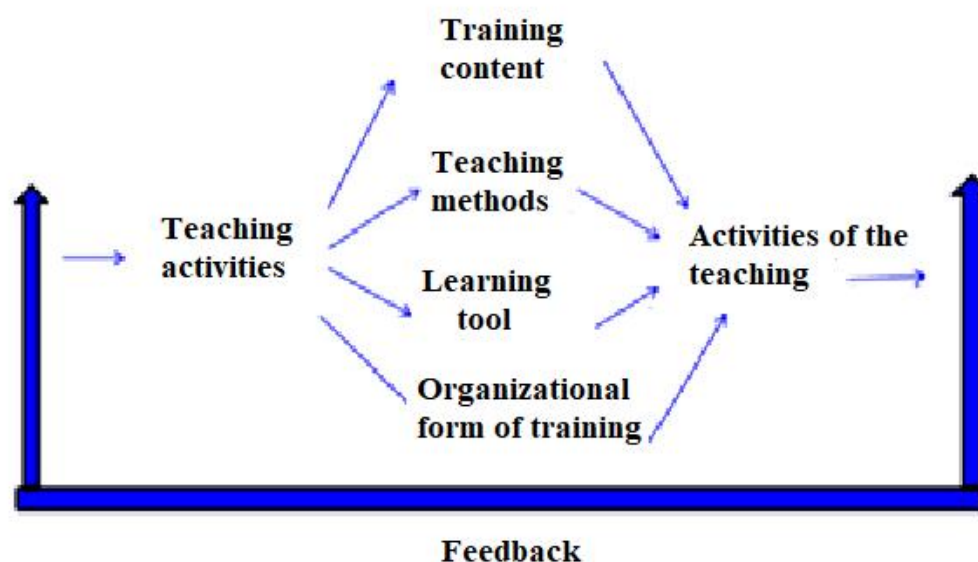


Fig. 1. Teaching activity and learning activity in the structure of the pedagogical process.

And also the works of G.M. Kodzhaspirova, who identifies such features as: content, efficiency, cost-effectiveness, productivity, and adjustability [2].

By examining these characteristics, we can identify the fundamental difference between pedagogical technology and teaching methods (the description of specific methods, techniques, and methods of pedagogical activity in individual educational processes). This difference lies in the fact that pedagogical technology can be reproduced and replicated while guaranteeing high quality of the educational process or the solution of the pedagogical problems inherent in the technology.

Case studies are among the most promising teaching tools for developing a wide range of competencies. Case studies are a key element of the case study teaching method, which involves analyzing and solving real-life problematic situations.

It should be noted that this teaching method is referred to in various ways in the scientific literature. In international publications, we have encountered approaches such as the case study method, the business case study method, and, finally, the simple case study method.

Today, case studies have evolved beyond the level of a teaching method as a system of targeted actions to solve a specific pedagogical problem, and have reached the level of pedagogical technology and can be considered as a substantive technique for implementing the educational process (V.P. Bepalko). They are also considered a well-thought-out model of joint pedagogical activity for the design, organization, and implementation of the educational process, with the unconditional provision of comfortable conditions for students and teachers (V.M. Monakhov). They are also considered a systemic method for creating, applying, and defining the entire process of teaching and learning, taking into account technical resources and their interaction, with the goal of optimizing forms of education (UNESCO) [6].

Conclusion

By examining the main structural components of the pedagogical technology implemented as a whole, we can evaluate the effectiveness of case study technology:

First component: **Conceptuality and novelty:** the use of case studies replaces passive learning, in which the student is assigned the role of listener, assimilator, repeater, etc., with active learning, in which the student is an active creator of knowledge, solutions, information, etc.

The second component: **The substantive part of the training:** the case study technology creates conditions for the transformation of knowledge from impersonal information obtained through mechanical memorization into the personal experience of students, as well as for stimulating in students a valuable subjective attitude towards the acquisition of knowledge.

The third component: **The procedural part is a technological process:** improving learning abilities and increasing performance through setting goals and determining the desired result, identifying priorities and the ability to analyze the situation, changing it in the right direction at any time; the ability to organize activities and choose forms of achieving results, making

maximum use of the desires and abilities of people [7].

When implementing case studies, the educational focus shifts from the acquisition of existing knowledge to its development, through student-teacher collaboration. Students develop a system of values, professional attitudes, life goals, a unique professional outlook, and transformation.

This explains the fundamental difference between case study and democracy in the process of acquiring knowledge, where the student is essentially equal to other students and the instructor in discussing the problem. Moreover, the result of using case study technology is not only knowledge but also the acquisition of educational and cognitive competencies.

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