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## **ПРИМЕНЕНИЕ МЕТОДА КЕЙСОВ В ОБРАЗОВАТЕЛЬНЫХ ЦЕЛЯХ**

Данная статья посвящена применению метода кейсов (case study) в образовательной деятельности. Автор исследует преимущества данного метода, основанного на проблемном обучении. В статье рассматривается, как данный метод помогает перевести процесс обучения от пассивного усвоения знаний в активное, при котором деятельность обучаемого носит продуктивный и творческий характер. Автор делает вывод, что case study интегрирует технологии развивающего, личностно-ориентированного обучения, включающие в себя индивидуальное, групповое и коллективное развитие. Данный метод обучения способствуют развитию у учащихся профессиональных навыков, этического и ценностного отношения к окружающему миру и самим себе.

**Ключевые слова:** метод кейсов, технология, проблемная ситуация, личностно-ориентированный, компетенции, критическое мышление, коммуникативный, решение проблем.

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## **APPLYING THE CASE STUDY FOR EDUCATIONAL PURPOSES**

This article is devoted to the application of the case study method in educational activities. The author explores the advantages of this method, based on problem training. The article examines how this method helps to translate the learning process from passive assimilation of knowledge into an active one, in which the learner's activity is productive and creative. The author concludes that case study integrates technologies of developing, personality-oriented learning, which include individual, group and collective development. This method of teaching develops students' professional skills, ethical and value attitude to the world around them and to themselves.

**Keywords:** case study, technology, problem situation, personality-oriented, competences, critical thinking, communicative, problem solving.

The problem of introducing interactive technologies into the education system is becoming more urgent nowadays. Traditional forms and methods of teaching are not enough to form and develop the professional competencies of the graduate of the university. It is necessary to introduce interactive educational technologies and restructure the entire educational process. Modern teachers need to master interactive learning technologies: training, design, business games, debates, case studies, etc. These technologies develop the general cultural and professional competencies of the student, form the necessary skills, and prepare future graduates for self-realization in the professional community.

The case study is a method of active problematic, situational analysis. This method is based on learning by solving specific problems - situations. Case study is one of the leading active teaching methods. As a technology of collective learning, the case method integrates technologies of developing, personality-oriented learning, including procedures for individual, group and collective development. These technologies contribute to the formation of students' ethical and value attitude to the world, to people, to themselves [3, p. 44].

Let us highlight the following features of the case method.

- The method is designed to gain knowledge of the disciplines; the purpose of teaching is to focus on getting orientation in the problem field.
- The emphasis of training is transferred to the development of knowledge, the co-operation of the student and the teacher.
- The result of using the method are professional skills.

When developing a case, it is necessary to take into account several requirements. First of all, the case should have a clear goal, have an appropriate level of difficulty, illustrate several aspects of life (economic, social, political, etc.), should not become obsolete too quickly, be relevant today, illustrate typical situations, develop analytical thinking, provoke discussion, have several solutions [3, p. 50].

Cases differ in complexity, profile, goals. Let us consider the classification of cases.

***Classification of cases by their complexity.***

*Illustrative training cases.* The goal is to teach the algorithm for making the right decision in a particular situation.

*Training cases with the formulation of the problem,* which describe the situation in a specific period of time, identify and clearly formulate problems. The goal is to diagnose the situation and make an independent decision on the problem.

*Training cases without formulating a problem,* which describe a more complex situation. The problem is not clearly identified, but presented in statistical data, public opinions, etc. The goal is to independently identify the problem, indicate alternative ways to solve it with the analysis of available resources.

*Applied exercises,* which describe a specific situation. It is necessary to find ways out of it. The goal is to find ways to solve the problem.

***Classification of cases, based on the goals and objectives of the learning process:***

- teaching analysis and evaluation;
- teaching problem solving and decision-making;
- illustrating the problem, solution or concept as a whole.

***Classification of cases by N. Fedyanin and V. Davydenko.*** [4, p. 52-55]:

*Highly structured case.* A minimum amount of additional information is given. The student must apply a certain model or formula. There is an optimal solution for problems of this type.

«*Short vignettes*», containing, as a rule, from 1 to 10 pages of text and 1-2 pages of applications; they only introduce key concepts. For their analysis, the student must also rely on his own knowledge.

*Long unstructured cases* of up to 50 pages. The information provided is very detailed and often unnecessary. The necessary information for the analysis, on the contrary, may be absent; students must recognize such «catch» and cope with them.

*Ground breaking cases.* Students are required not only to apply the already acquired theoretical knowledge and practical skills, but also to offer something new. Students and teachers act as researchers.

*Functions of the case-study and its application in training*

Case study is designed to improve skills and experience in the following areas:

- identification, selection and problem solving;
- work with information – understanding the meaning of the details described in the situation;
- analysis and synthesis of information and arguments;
- work with assumptions and conclusions;
- evaluation of alternatives;
- making decisions;
- listening and understanding of other people – skills of group work;
- formation of the core competencies of a specialist.

The most common scheme of work students on the situation of the case is the following sequence of steps.

*Stage 1 Individual work with the text of a specific situation.* The text and the assignment are handed out to the students for independent study. The main task of this step is to form students' own opinions on the situation and develop their own version of the action on the assignment.

*Stage 2. Discussion in small groups.* Students are divided into sub-groups. All subgroups are invited to develop a general response to the assignment to the situation. Students are required to develop a common opinion on each issue, prepare their own recommendations, prepare a public speech (text, posters, a presentation).

*Stage 3. Public speech and group discussion.* At this stage, reports from each group are heard; additions to the report from other participants of the group are accepted; opponents ask questions for comprehension. Then the discussion unfolds. The goal is to develop communication skills and skills of public speaking and persuasion. The teacher acts as the organizer of the discussion, scaffolding and maximizing the resources of the students.

*Stage 4.* At this step, the intellectual work is summarized, highlighting the key, problematic or successful moments of the students' work. [2, p. 71].

Each case can be solved individually or in a group. When preparing a case, the teacher can (and in some cases should) indicate the algorithms for solving the case, give a reference to the method of solution.

*Advantages of case study in educational activities.*

High-quality training of graduates is possible thanks to the integration of theory and practice in the educational process of the university. It is necessary to apply a practice-oriented approach, interactive forms and methods of teaching, one of which is the case-method. The appearance and development of this method is caused by the tasks arising before educational institutions. The main of these tasks are: to give students knowledge, to develop their interests, motivation and abilities, to create critical thinking and skills for independent intellectual work.

The main function of the case study is to teach students to solve complex unstructured problems that cannot be solved in a logical way. Case method promotes the development of students' independent critical thinking, the ability to listen and take into account alternative points of view, to provide reasoning for their own opinion. It, also, formulates interest and positive motivation for learning. With the help of this method, students have the opportunity to improve analytical and evaluative skills, learn to work in a team, find the most rational solution to the problem, and master their ability to use the material in practice. Case study activates students, develops their analytical and communicative abilities, leaving learners alone to real-life situations [1, p. 27].

The case-situation is a prototype of the real life situation that may arise. During the solving of a case, students acquire professional, analytical, practical creative and communicative skills, and gain work experience. The method promotes the development of professional competence. Case technologies include elements of research, development training and project activities. In the process of case study, students are immersed in an imaginary professional reality, explore and analyze the problem, interact with each other, exchange discoveries. In the process of analyzing the case situation, students immerse themselves in imaginary professional reality, explore and analyze the problem, interact with each other, exchange discoveries.

Due to group or individual analysis of specific situations, professional knowledge and knowledge from different scientific fields are developed. In addition, the acquisition of professional skills predetermines the success of a specialist, his ability to apply knowledge in practice and confidently perform work. Thus, the case study contributes to the development of professional identity, professional skills and individual style of a learner and provides wide educational opportunities for use in lectures and practical classes, as well as for independent work.

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