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**PROFESSIONALLY ORIENTED CASES FOR STUDENTS OF
TECHNICAL SPECIALITIES IN UKRAINIAN UNIVERSITIES**

Case study method is an intensive description and analysis of a single individual or (sometimes) group. Cases are based on real factual or close to the real situation. Case method is often combined with role play. Situation exercise is a real situation that is offered for group of students for analysis. With this method it is possible to analyze real situations and define key issues, formulate ideas on possible solutions of such situations. But it should be remembered that the application of the method of case studies require a significant investment of teacher's time to prepare depending on complexity of situation chosen for analysis.

First of all, it is necessary to admit that among advantages of this method are that it is useful source of ideas about behavior (there are two sides – getting ideas about behavior of specialists and professionals in specific conditions as mentioned in case and also observing students' behavior as personal interaction). Second plus is that case study method offers good opportunity for innovations and development; it enables to study rare phenomena – get more specific data about professional activity and work. But despite all positive features this method is not widely used in Ukraine, especially at English lessons. The niche we speak about is students of technical specialties, mostly of third-sixth years of study. Case study method is rather difficult and challenging, so students of first-second university courses might be not ready to meet the demands of case study and are not able to fulfill the task and solve the problem presented.

The case-study method is very verified and miscellaneous, demanding knowledge not only in special subject but good grammar skills, speech, logic and so on. Furthermore, case-study often has to be aimed at practical solution and applied problems.

We talk about case study that combines both English and special subject discipline, for example, English and grid system theory, English and power supply methods, English and general engineering etc. So this methods demands different knowledge to be used and involves various activities and tasks.

Being new enough, case-study method has also become important aspect of professional training of young specialists, but there is only small percentage of case-study tasks written for core competence development in Ukrainian universities. The problem is – English teachers are good in English, but often their knowledge of nuclear power, automation systems, cybernetics etc. is not enough to describe situations and tasks for students that require deep investigation and involve both English skills and professional technical approach.

There are some tips for writing case study

Before writing case for case study teacher should remember that a case study is some kind of riddle or quiz - a problem for the readers to solve. The case should have enough information in it that readers can understand what the problem is and, after thinking about it and analyzing the information; the readers should be able to come up with a proposed solution.

When you write a case, there are three basic steps to follow in case writing: research, analysis, and the actual writing.

The Research Phase can be conducted in 2 ways: 1. Library and Internet research to get general image what has been written before, use authentic (Ukrainian, Russian) articles and translate them into English; 2. Interview people that know the place or the situation, establish cooperation with your colleagues from chairs of technical specialties and subjects. It is wise and productive to ask teacher of special core disciplines, what your group of students study at present so that you can refer to fresh information they get in other subject and can settle with the help of English.

For the Analysis Phase you should put all the information in one place, then sort through it, take out the excess, and arrange it so that the situation at the case

site will be understandable to your students. Try to formulate the case problem in a few sentences.

Writing Stage you start by raising a question, describing situation. There should be potential danger and conclusion. Generally, in all the end of case teacher formulates four basic questions: 1. Why does the situation look like a dilemma? 2. Who made the decision? 3. What happened? 4. How could it be changed, improved or how could it have been prevented?

Do remember to include the list of possible answer scheme – there can be presentation, dramatizing, dialogue, written note etc. Be precise in your demands and requirements, but let students choose the strategy.

So it can be seen that writing case study is really difficult task, especially when we talk about professionally-oriented cases.

Pedagogical potential of case-study method is much more educational potential of traditional teaching methods. The presence in the structure of the case-study method of dispute, debate, argument, coached participants teaches respect for the norms and rules of communication. The teacher should resolve and prevent conflicts, create an environment of cooperation and competition at the same time, observe the personal rights of the student.

The effectiveness of the teacher that implements case-study method in their teaching practice, associated with the embodiment of a set of principles:

- The diversity and effectiveness of didactic arsenal, which involves mastering didactics, its principles, methods and techniques, focusing their use in the classroom;

- The principle of partnership, cooperation with students, based on the recognition of student partners in the educational activities on interaction and brainstorming situations;

- The principle of displacement as a teacher with the broadcast and "chewing" of knowledge to the organization of the process of getting it - reducing

the role of the teacher as the only "holder" of knowledge, growth in role as an expert and consultant to help students navigate the world of scientific information;

- The principle of absorption of the science teaching achievements, the experience gained by colleagues - the psychological and pedagogical combination, educational goals distinguishes teacher that implements case-study methods;

- The principle of creativity, which involves the conversion of the case and its application classes with individually unique creative product - the case-study method significantly expands the space of creativity, covering the activities to create a case study as a unique intellectual product, the design of the learning process, improving the technology of its teaching, involvement in the creation conducted by students during work on a case, strengthening the role of creative improvisation in teaching, etc.

- The principle of pragmatism, guided by a clear definition of features of a particular case study, planning, learning outcomes in terms of the formation of students' skills in analyzing the situation and working out behaviors in it.

Teacher performance when using the case-study consists of two phases. The first phase is a complex extracurricular creative work to create a case and issues for analysis, consisting of research and development, designs and methodological parts. Special attention should develop methods to ensure students' individual work on the analysis of the case and preparing for the discussion, as well as methodological support for upcoming classes on its distinction. The second phase includes the activities of the teacher in the classroom in discussing the case study, where he serves with an opening and closing statement, organizes discussion or presentation, supports business atmosphere in the audience appreciated the contribution of the students to analyze the situation.

To be effective, the training strategy discussion should be carefully prepared, structured, regulated and controlled in time. Usually the discussion starts with the teacher stimulating questions prepared in advance. The teacher should try

to provide opportunities for audience reaction to questions, directing the discussion to achieve learning goals.

Thus, there are a lot of items to be spoken about in order to understand the depth and possibilities case-study method gives. The students of technical specialties have to be well-educated and intelligent specialists and students should be able to solve the problems connected with their profession and work using knowledge and skills they develop during English lessons namely on case study seminars.

Literature:

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