



## APPLICATION OF THE CASE-STUDI METHOD IN THE ORGANIZATION OF INDEPENDENT WORK OF STUDENTS

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**DOI:** <https://doi.org/10.5281/zenodo.15078250>

***Annotation.** The article discusses ways to use the case-studi method in organizing independent work of students. He also told about the stages of the implementation of independent work, the organization of independent work for students, and one of the effective methods is the method of case-studi. The history of the case study method and the skills that students develop in the course of using the method are considered. In conclusion, the case study method is considered a very effective method for students. With the help of this method, students, having mastered the theory on their own, also learn practical skills, and also have the opportunity to realize their thoughts.*

***Keywords.** training, student, credit training technology, case study method, practical skills.*

It is known that today the rapid development of Science and culture, technology and production imposes new requirements on the professional knowledge and creative abilities of each person, educational qualifications and skills. Therefore, the knowledge and qualifications of each person should be constantly replenished, improved and the spiritual development should be constantly increased. The goals of the educational process in Higher School are to train a specialist who can use his knowledge in solving the problems posed in a specific area of life. The educational process, as well as the intellectual abilities of the student as a result of a comprehensive analysis of the received information, should form the skills of reasoning.

Therefore, Kazakhstan is introducing radical reforms in the higher education system. One of them is the introduction of a credit system of training in higher education institutions.

The main goal of the transition to the credit training system is to integrate the education system with the global educational space and create opportunities for professionals to be in demand and competitive in the world in the changing conditions of production and market conditions.

The organization of independent work of students in the credit system of education is of particular importance for students – it affects the ability of future specialists to find solutions to specific practical problems using information from different areas of knowledge.



The main task of higher professional education is to develop the skills of independent work of future specialists in a targeted, consistent manner. At the same time, the skills of learning and the ability to creatively apply new knowledge should be formed. This problem can be solved through the independent work of students (SIS) as a form of Organization of independent, cognitive activities of students, thought out in detail. Independent work of a student is a comprehensive type of educational work that develops their intellectual, energetic and professional qualities, provided for in the curriculum, mastering the content and necessary volume of educational material. In particular, the purpose of self – performing work is based on the fact that the student is able to comprehensively consider and develop the knowledge gained, strive for search, use the information received to achieve the goal that he set for himself. Stages of the implementation of independent work:

Stage 1. The motive for mastering this topic or established content. Self-reflection, search, self-conscious self-reflection. Identify the main supporting concepts and summarize pedagogical, psychological, and methodological works in theoretical terms.

Stage 2. The development of thought, thinking, thought operations, to consider ways to implement it. Practice the ability to analyze literature, briefly annotate, systematize thoughts, summarize, summarize data from sources. To consider ways to implement the theoretical knowledge gained in practice. As a result of self-search, you can reveal your creative potential, get used to writing your thoughts on paper and learn to express them verbally.

Stage 3. Reasoning. Conduct work systematically and focus on achieving a certain result. Formation of a culture of colloquial speech, disclosure of the content of the material and leading to understanding the essence.

The topics proposed for independent work will be attractive, and it will be effective to focus on the thoroughness of past materials, expanding the content. The effectiveness of independent work of students depends on the systematic and complex presentation of tasks.

The organization of independent work for students is also the SASE-studi method, which has become one of the most effective. The method

«**Case-studi**» has been adopted in domestic universities from the practice of business schools in the United States and Canada. This method forms analytical skills, practical activities in solving problem tasks, oral and written skills. The use of the «case-studi» method in training was carried out by J. Best shown in Martin's



Pyramid of cognition. According to the said Pyramid, the most effective are the methods of discussion, practical action and «case-studi» found..

The case method allows you to demonstrate academic theories in terms of specific cases. It allows students to study the subject, master knowledge in depth, process and analyze information, and differentiate different situations. The following main stages of creating cases are established: determining the goals, assigning criteria for various situations, identifying the sources of information that are needed, preparing the initial materials in the CASE, conducting an examination, preparing methodological materials for its application.

The technology of working with cases in the educational process consists of the following steps: 1) individual independent work of researchers of case materials (identification of the problem, formulation of the main alternatives, presentation of the proposed action or solution);

2) work with small groups related to the introduction of the main problem and its solution.

3) presentations of small groups in the general discussion (within the training group) and the results of the practice. The CASE STUDY method develops the following skills:

1. *analytical skills*. These include the following: the ability to distinguish data from data, the ability to distinguish between important and unimportant information, the ability to analyze, visualize and access them, the ability to find and restore missed information, and so on. the ability to think clearly and logically. This is especially important if the quality of information is low.

2. *practical skills*. The low level of complexity of the problem in comparison with the actual conditions specified in the case allows you to systematize the skills of practice used in economic theories, methods and principles.

3. *creative skills*. According to the rules, with a single CASE, the problem is not solved. Here, the creative skills of alternative solution generation, which cannot be solved logically, are very important.

4. *communication skills*. Among them, the following can be noted: the skill of conducting discussions, the ability to convey the eyes of the surrounding people. The use of visual material and other media – to unite in groups, to defend their point of view, to convince opponents, to prepare a short and concise report.

5. *social skills*. During the discussion, specific social skills are formed in CASE: the behavior of people's self-esteem, the ability to listen, support a discussion or prove the opposite point of view, that is, self - discipline, etc.



6. *self-differentiation*. In a discussion, disagreement contributes to a thorough understanding and analysis of the opinions of others and oneself. The moral and ethical problems that arise require the formation of social skills to solve them. The use of the case method is not limited to teaching, this method is also actively used as a research method. In addition, one of the specific ways to increase the professional competence of a teacher by combining the content of learning, education and search in training. The effectiveness of this method is that it can easily relate to other training methods.

Categorical apparatus of the case study method:

The creation of a categorical apparatus of the method will help significantly increase the effectiveness of its application, as well as open up new opportunities for the technologization method in the educational process. The main concepts used in the case method are "situation" and "analysis", as well as the concepts derived from them-"Situation Analysis".

The table shows various types of analysis when using the case method.

| <b>Аналитикалық қызметтің көптүрлілігі</b> | Description of them   | Main types   |
|--|---|--|
| Problem analysis                           | Highlighting problems, forming a problem field, their qualification   | 1.analysis of the problem content of the situation.<br>2.analysis of problem conditions of the situation.<br>3.analysis of the problem outcome of the situation.   |
| <b>Systematic analysis</b>                 | Considering an object from the side of the system path, such as some systems characterized by structure and functions | 1.descriptive analysis, that is, on the basis of existing structures, a function is formed.<br>2. constructive analysis, that is, a structure is created based on the given functions.   |
| <b>Praxeological analysis</b>              | Consideration of service processes depending on the point of view of optimization.                                    | 1.analysis of ways to optimize activities.<br>2.algorithmization and modeling of activities.   |
| Praxeological analysis                     | Formation of forecasts regarding the future development of the situation.   | 1.normative prognostic analysis if the future state of the system is given and the possibilities for achieving the future are determined.<br>2.prognostic analysis of the search, in which the state of the future is determined by creating Trend models. |



Case method in the system of methods of organizing training: An important feature of the case method is its effective combination with other different teaching methods. The table presents the possibilities of combining different methods in organizing work with a case:

Cases can be used in classes in the following order.

1. Preparation.

2. Before the lesson, the teacher selects a case, determines its main and auxiliary materials, determines the work plan for group work.

compiles. The case is distributed to students before the lesson (a day or two before): they get acquainted with the content of the case and the list of recommended literature individually, form their own opinion on the case.

At the lesson, the audience of students is divided into small groups of 4-5 people, for 1.5-2 hours they discuss the case, jointly look for solutions to the problems posed in it. At this stage, it is better for small groups of students to work in different rooms so as not to block each other.

3. Discussion.

Students gather in full force in one auditorium and a case-by-case discussion begins. Here, speakers (speakers) from each group come out and prove the opinions and views of the group. In proof, you should use tables, schemes, tables that you have developed in advance. Students of other groups participate in the discussion of each opinion, ask each other questions and offer other options for solving the problem. Students should keep themselves active and not stay away from discussions and discussions.

4. Conclusion.

At the end of the discussion, the teacher analyzes the lesson and evaluates the views and actions of students.

5. Evaluation.

Students submit a written report on the work done (opinion, point of view, decision). The time and format of writing are set by the teacher in accordance with the purpose of the lesson.

When using a case study in the educational process, it is appropriate to take into account the following rules:

- A problem situation is not limited to the content of one topic or one subject, it is usually closely related to the problems and problems of other subjects. In case studies, students are required to demonstrate skills in finding interdisciplinary connections.



- It is necessary to be able to show that students understand the conclusions, ideas and approaches described in the course program, to be able to use them to analyze a specific situation and make suggestions. Learners should be prepared for the fact that there are several ways to interpret (understand from their own point of view) a problem situation.

- There may be several unresolved problems in a situation, so students, having found a solution to one problem, should look for another problem and determine the directions of their analysis.

- Students should give examples from their own experience in order to prove the correctness of their decisions and suggestions.

In conclusion, the case study method is considered a very effective method for students. With the help of this method, students, having mastered the theory on their own, also learn practical skills, and also have the opportunity to realize their thoughts. The student is formed as a future specialist by analyzing the situation.

Through the case study method, students consolidate the acquired knowledge in depth and give them the opportunity to start their future activities creatively.

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