

THE CONTENT AND ESSENCE OF THE CONCEPT OF CASE-STUDY EDUCATIONAL TECHNOLOGY

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Annotation

This article describes the content and essence of the concept of case-study educational technology. The main purpose of the case-study is detailed. The foundations of new pedagogical technologies are presented in the process of implementation of education. The advantage of case-study interactive learning method is highlighted.

Keywords: Case-study, pedagogical technology, education, student, goal, process.

Introduction

People face various problematic situations in their personal and professional activities, it depends on the knowledge, skills and qualifications of people to search for an alternative solution to these situations, to be able to express their opinions regarding the solution of any problematic process that has arisen, and to find a solution to the problematic situation. The "case-study" technology, which is used in solving practical situations in the educational system, is one of the pedagogical technologies that teaches students to find solutions to specific situational problems that arise in the course of educational activities, and guides them to develop new solutions.

Case-stadi (English sase - situation, case, study). A case-study is a teaching method based on a problem-situational analysis of a specific real or artificially created situation, which is presented and guides students to express the problem and search for options for its appropriate solution.

A case-study is a teaching technology consisting of a set of optimal methods and tools that provide guaranteed achievement of the predicted educational results in the process of implementing the educational goal of teaching, information,

communication and management and solving the practical problem situation described in the case-study.

The Main Part

Case study typology

Typological signs	Type of case study
Main sources	1. In the field 2. In the cabinet
The presence of a plot	1. With a plot 2. Without a plot
Size	1. Short (short) 2. In moderate amount 3. Big (long)
The method of presentation of the educational task	1. Questionable 2. Case study assignment
Didactic objectives	1. Explain the problem, solution or concept; 2. Training, designed to gain qualifications and skills on the subject/subject of study; 3. Teacher of analysis and assessment; 4. Separating and solving problems, teaching to make managerial decisions; 5. Encouraging development of new strategies and ways of development of the subject of the situation, new assessment methods and the like.
Formalization method	1. Print 2. Electronic 3. Video-Case-study 4. Audio-Case-study 5. Multimedia-Case-study

As a result of advanced creative pedagogues finding answers to the shortcomings of traditional educational technology, improving their effective methods, and searching for ways to implement the student's mental work, unique educational methods were created, as a result of which a new pedagogical way of thinking was born. Pedagogical technologies, which are the basis of new pedagogical technology, began to be created in the basis of these researches. Systematization of the used pedagogical technologies, giving it a purposeful direction, while ensuring the integrity of the form and content in the implementation of education determines the expected result. The introduction of tests into education, the introduction of diagnosis and diagnostic analysis,

conducting monitoring control, transitioning to the evaluation of knowledge in the rating system, modeling the mastery of the content of the subject as a whole, the performance of students in the types of control included in the system, and finally the emergence of non-traditional forms of lessons instead of traditional education in the educational process. are new pedagogical technologies that require a transition to education in a new way of thinking.

The main purpose of "Case-study" is to strengthen students' knowledge by developing the skills of practical use of conceptual schemes and models, as well as group analysis of problems and decision-making skills while solving problems of various situations, including pedagogical situations.

In the current period, educational work, like other types of work, requires the formation of specific knowledge, skills and qualifications in a person, and for this, it is necessary to cultivate personal qualities such as will, attention, observation, thinking, imagination.

Continuous analysis of the factors that increase the effectiveness of education, continuous training of specialists, and correct evaluation of the appropriateness of the applied methods are the ways that we can define the principles and express the necessary result of education. The technology that ensures the effectiveness of the educational process based on these principles is a new pedagogical technology.

The introduction of new pedagogical technologies into the educational process is based on:

- to ensure the priority of the person of the student participating in the educational process;
- implementation (guaranteed) of the educational goal;
- to achieve its targeted management based on the fact that the educational process is a controlled process;
- to bring the technology of means, methods and forms of educational content into a single system.

Case method (Case method) or case-study (case-study) is a method of analysis of specific situations and is an educational technique that uses the definition of real social, economic, and business situations. Learners are required to analyze the given situation, understand the nature of the problems, search for alternative solutions to these problems and choose the best among them. Cases are based on real evidentiary materials or data as close as possible to the real situation.

This method was first used in 1924 at Harvard Business School. Harvard Business School faculty are quick to realize that there is no adequate textbook for a graduate business department. To solve this problem, the first step taken by the teachers of the business school was to interview leading business practitioners and write a detailed report on the activities of these managers and the factors affecting it. The listeners of the lecture were given a definition of a specific situation faced by this or that organization so that they could analyze this situation and find a solution to it independently or by organizing a group discussion. The case method is widely promoted in business educational institutions. Supporters of this technology are increasing day by day. Since the 1950s, business cases have become popular in Western European countries. Leading European business schools INSEAD, LBS, HEC, LSE, ESADE, etc. are not only teaching using the case study technology, but also actively participating in the creation of these cases. From the second half of the 2000s, interest in case-study technology of education is increasing - various clubs (Case Clubs) are being organized at universities. In addition, various organizations start organizing competitions and other events related to the case study (for example, Changellenge, Future Today). In the period from 1909 to 1919, education based on the case method was organized according to the following scheme: students were instructed to describe a specific situation, then to analyze this situation, and finally to determine and prove the solution to the problem. The first case collection was published in 1921 (by Dr. Copeland, Dean Donhman).

Since the first half of the 2000s, there has been a trend of using case-study technology in the teaching of natural sciences and technical sciences in foreign higher educational institutions. Today, case-study technology has become one of the leading methods of problem-based education. The essence of case-study technology can be explained as follows: with the help of this technology, the reader (student) is offered to understand a real-life situation, at the same time, in the description of this situation, not only this or that practical problem, but also the actualization of the complex of knowledge that needs to be acquired as a result of solving this problem is observed. It should be noted that the problem itself will not have a solution.

Although the introduction of case-study educational technology into the Russian educational system dates back to the 70-80s of the 20th century, in practice, the

popularization of this technology in the context of the educational system dates back to the beginning of the 21st century. G.A. contributed to the development and justification of this method in Russia. Bryansky, Yu.Yu. Ekaterinoslavsky, O.V. Kozlova, Yu.D. Krasovsky, V.Ya. Platov, D.A. Pospelov, O.A. Ovsyannikov, V.S. Contributed by Rapoport et al. At the moment, the case study technology has entered the educational system of Uzbekistan as one of the problematic educational technologies and is considered one of the most effective methods today.

Case-study educational technology is not only a methodological innovation in education, but its widespread use in the educational system also depends on the situation in the modern educational system. It can be said that this technology is not aimed at acquiring new knowledge and skills, but at developing the general intellectual and communicative potential of teachers and students.

Case - study is one of the most preferred methods by students as an interactive learning method. The reason for this can be seen in the fact that this method gives students the opportunity to take initiative, gain independence in mastering the theoretical situation and forming practical skills. On the other hand, the analysis of situations has a strong influence on the process of professionalization of students, serves their professional "growth", the formation of interest in education and positive motivation is of particular importance. The method of cases is embodied as a type of teacher's thinking, in the form of a separate paradigm, and provides an opportunity to develop creative potential and think in an unconventional way. Of course, the democratization and modernization of the educational system, the wide path opened to pedagogical creativity, and the formation of a progressive way of thinking, pedagogical ethics, and the motivation of pedagogical activity can be an example of this.

Actions in the case within the case study technology can be given in the form of a description, where the student is required to understand this description, that is, to observe the results and effectiveness of the described situation. Otherwise, they are offered as solutions to the problem. In both cases, the development of a model of practical actions serves as a means of forming the professional qualities of learners.

V. Ya. Platov defines the following advantages of the case-study technology and features that distinguish it from other educational technologies:

1. The existence of one or another socio-economic system model and the analysis of the state of this model within a certain time unit;
2. Achieving a collective solution to the problem;
3. The existence of different alternatives in the solution of the problem. The logical non-existence of a single solution;
4. A holistic goal in finding a solution to a problem;
5. The existence of a group system of performance evaluation.

Under the influence of these features and other factors, the case study technology is becoming widespread in the educational system. However, there are a number of complications in the effective use of this method in the educational system. First of all, they arise as a result of the superficial approach of pedagogical personnel to the methodological basis of the relevant method. Often, under the case study technology, "fake" situations, in other words, "life" situations enter the educational system, and the educational discussion turns into a "conversation about life". But at the same time, the case-study educational technology is a means of increasing the professional competence of the teacher and can serve to combine educational, educational and research functions of education. Another factor that increases the effectiveness of this method is its easy integration with other educational methods.

The formation of the categorical apparatus of the case-study educational system provides an opportunity to significantly increase the efficiency of its use and paves the way for the technologization of the method in the educational process. Among the main concepts of case-study educational technology are "situation" and "analysis", "situation analysis" is the result of the combination of these two concepts. Philosophically, the term "situation" encompasses a number of contexts. Therefore, this term can be interpreted as a specific situation characterized by a high degree of instability and having a number of contradictions in its composition. The situation in most cases has a tendency to change, and its change depends on the activities of people participating in this situation. The situation is open to human influence, and the behavior of people depends on the achievement of their goals and satisfaction of interests in this situation. Situations "emerge" in such social systems, in which there is no rigid determination of behavior, and in the social sphere there is interaction, competition and struggle between many social forces. Because of this, the case

study technology, like any method based on situational analysis, requires pluralism, self-awareness and teamwork, as well as independence.

case study technology is "analysis". The category of analysis can be understood as an imaginary division of an object or a scientific study. There are different classifications of analysis, and we define the classification of mass analysis as follows: systematic analysis, correlational analysis, factor analysis, statistical analysis, etc. In general, it can be said that all these types of analysis can be used within the framework of case-study technology, which further expands the possibilities of this technology. A number of analytical activities can be involved in the process of understanding and thinking about the case study. This, in turn, requires a high level of methodological culture from the teacher.

The table below shows the possibilities of the types of analysis that can be used in the case-study technology

No	<i>Types of analytical activities</i>	<i>Their characteristics</i>	<i>His groups</i>
1.	Problem analysis	Separation of problems; Forming the field of problems and their qualification.	1) Analyzing the problematic content of the situation; 2) Analysis of problematic conditions of the situation; 3) Analyzing the problematic consequences of the situation.
2.	Systematic analysis	Considering the object as a system with its own structure and functions from the position of a systemic approach	1) Descriptive analysis: formation of functions based on the existing structure; 2) Constructive analysis: structure is formed based on existing functions.
3.	Praxeological analysis	Review of active processes from the point of view of their optimization	Analysis of activity optimization methods; Activity modeling and algorithmization
4.	Prognostic analysis	Making assumptions about the further development of the situation	Normative prognostic analysis; Exploratory prognostic analysis

The case - study technology is essentially based on the sequence of the following didactic principles:

1. An individual approach to each student, taking into account his needs and educational style. This principle implies obtaining maximum information about students before organizing the educational process;
2. Providing maximum freedom in education (the possibility of choosing teachers, the possibility of choosing subjects, the possibility of freely choosing assignments and methods of solving them);
3. To provide students with a sufficient amount of visual materials necessary for solving tasks (scientific articles, video and audio cassettes, or products);
4. Rational transfer of theoretical material, compacted around the main problems;
5. Active cooperative relationship between teacher and student. A student can ask a teacher a question at any time;

Results and Discussions

Emphasis on the development of strengths of the student personality.

"Case-study" method is a tool that provides an opportunity to apply theoretical knowledge to solving practical problems. The method not only teaches students to think independently, but also to develop listening skills and to consider different perspectives and to justify their own opinions. Through this method, students have the opportunity to improve analytical and evaluation skills, learn to work in a team and find the most rational solution to a given problem. Students use the "Case-study" method, which is an interactive method of teaching, in order to master theoretical cases and apply educational materials to practice; it affects the career orientation of students, helps them grow intellectually, forms interest and positive motivation towards studying. At the same time, the "Case-study" method turns out to be an image of the teacher's thinking, thinking and acting differently, renewing his creative potential, his special paradigm.

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