

Indonesian Journal of Innovation Studies

Vol. 19 (2022): April 2022
Article type: (Innovation in Social Science)

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ISSN (ONLINE) 2598-9936



INDONESIAN JOURNAL OF INNOVATION STUDIES
PUBLISHED BY
UNIVERSITAS MUHAMMADIYAH SIDOARJO

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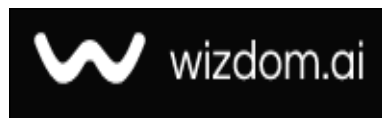
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Using of Case Technology in Educational Systems as an Interactive Method

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Abstract. The case study method (analysis of specific situations) is one of the options for applying modern pedagogical technologies in the practice of education aimed at solving the problems of the SES. Analysis of specific learning situations (case study) is a teaching method designed to improve skills and gain experience in the following areas: identifying, selecting and solving problems; 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 other people are group work skills.

Keywords education; interactive ways of teaching; case-study; analyze, reality.

Introduction

The case method allows you to demonstrate the theory in terms of real events. It allows you to interest students in the study of the subject, contributes to the active assimilation of knowledge and skills of independent collection, processing and analysis of information characterizing various situations, for its subsequent discussion in a team with showing your own version of solving an issue or problem. This method belongs to modern pedagogical technologies, therefore its development by teachers is relevant for increasing the efficiency of the educational process. Any case allows the teacher to use it at various stages of the educational process: at the stage of training, at the stage of checking learning outcomes.

The practical significance of the development for the open source software system, indicating the target audience: the practical significance of the presented experience lies in the possibility of applying it in the daily practice of any educational institution in the open source software. To identify the level of general and professional competencies in the lesson, a situational task is used. Situational tasks are tasks that allow the student to master intellectual operations sequentially in the process of working with information: familiarization - understanding - application - analysis - synthesis - evaluation. The specificity of the situational task lies in the fact that it has a pronounced practice-oriented character, but specific subject knowledge is required to solve it. Often, knowledge of several subjects is required. A mandatory element of the task is a problematic question, which must be formulated in such a way that the student wants to find an answer to it. Situational tasks are close to problematic ones and are aimed at identifying and understanding the way of activity. When solving a situational problem, the teacher and students pursue different goals: for students - to find a solution that matches the given situation; for the teacher - the development by students of the method of activity and awareness of its essence.

The situational task model includes:

1. The name of the task;
2. Personally significant cognitive issue;
3. Information on this issue, presented in a variety of forms (text, table, graph, statistics, etc.);
4. Tasks for working with this information.

The solution of situational problems can contribute to the development of skills of self-organization of activity, the formation of the ability to explain the phenomena of reality, the

development of the ability to navigate the world of values, the increase in the level of functional literacy, the formation of key competencies, preparation for professional choice, orientation in the key problems of modern life. In all cases, the solution of situational problems is aimed at achieving interdisciplinary results. The solution of many situational problems is associated with the analysis of specific situations that reflect the changes taking place in society. These situations can be new not only for the student, but also for the teacher, which changes the nature of the relationship between them. In ordinary educational practice, the teacher "knows", and the students "do not know". When solving a situational problem, the teacher and the student act as equal partners who learn to solve problems together. Thus, the possibilities of situational tasks are to contribute to a change in the relationship between the teacher and the student in the direction of their equal interaction, when the teacher acts not as a source of the correct answer, but as a helping adult [1].

Main Part

By virtue of their interdisciplinary, integrative nature, situational tasks contribute to the systematization of subject knowledge on an activity-based, practice-oriented basis, when students, mastering universal methods of activity, solve personally significant problems using subject knowledge. Situational tasks can act as a resource for the development of students' motivation for cognitive activity. The process of solving a situational problem always involves a student's "exit" beyond the educational process, into the space of social practice, which allows the situational task to become a tool for organizing students' social practice [2].

An example of a case study.

Small enterprise "TrikotazhRus" produces knitwear for all age groups. This company plans to rebuild its organizational structure, cash flow scheme, financial planning and control, as well as develop a development strategy for moving into the medium-sized enterprises segment.

The strengths of the company are new production equipment, energetic and motivated staff that implements the main entrepreneurial idea of the company, low production costs, profitability of production.

Weaknesses - too large a range of products, lack of a marketing service, incomplete workload of production.

Assignment: Using theoretical material and the Internet, describe the main sections of the business plan for the development of a small enterprise "TrikotazhRus".

An example of a case study.

SUBWAY has been on the market for 48 years and is one of the largest fast food chains in the world: more than 21,000 outlets are located in 75 countries. In the US and Canada, SUBWAY has more outlets than, for example, McDonalds. The SUBWAY product name has appeared in numerous films. Fred De Luca in 1965 Changed the fast food industry forever when he opened a diner in a small kiosk, receiving \$ 1,000 for this purpose from an old family friend. By 1974, the SUBWAY network consisted of 16 outlets and operated under a franchise agreement using clear standards and taking into account modern requirements in the field of organization of production, recruitment and business transparency [3].

Exercise. Follow the life cycle of the SUBWAY company, consider its main stages and determine what served as the basis for the success of the enterprise in each of them. Conduct an analysis of the situation in the small business market for successful catering enterprises. Give recommendations on the development of small business in public catering establishments. Develop a model for a successful business in the industry [6].

Thus, the use of situational tasks in the educational process allows: to develop the motivation of students to learn about the world around them, to master the socio-cultural environment; update subject knowledge in order to solve personally significant problems on an activity basis; develop partnerships between students and teachers.

An important stage of the lesson is reflection. Students analyze their achievements,

determine their level, identify shortcomings, design corrective actions, which is aimed at developing the ability to build an individual educational trajectory [8].

Differentiated homework allows students to make choices according to their abilities.

The case method allows you to demonstrate the theory in terms of real events. It allows you to interest students in the study of the subject, contributes to the active assimilation of knowledge and skills of independent collection, processing and analysis of information characterizing various situations, for its subsequent discussion in a team with showing your own version of solving an issue or problem.

This method belongs to modern pedagogical technologies, therefore its development by teachers is relevant for increasing the efficiency of the educational process.

Any case allows the teacher to use it at various stages of the educational process: at the stage of training, at the stage of checking learning outcomes.

This method is especially successful in adult education, distance learning, teaching economics and management, as well as in developing materials for self-study of topics by schoolchildren, followed by elaboration of questions at a seminar or reporting session, in developing their own creative thinking.

A good "case", as a rule, teaches to look for non-trivial approaches, since it does not have the only correct solution. "I especially appreciate the independence of thought in the case study method," says Peter Ekman. "In real business, there are five or six ways to solve a problem. And although there is a classical solution for every situation, this does not mean at all that it will be optimal. You can make a good decision, and its results will lead to bad consequences. You can make a decision that everyone around you consider unsuccessful, but it will lead you to the desired results [4].

Conclusion

The Case-Study method promotes the development of various practical skills. They can be described in one phrase - creative problem solving and the formation of the ability to analyze the situation and make a decision. A distinctive feature of this method is the creation of a problem situation based on facts from real life [5].

The method develops the following skills:

1. "Analytical skills: the ability to distinguish data from information, classify, highlight essential and non-essential information, analyze, present and extract it, find gaps in information and be able to restore them, think clearly and logically [7].

2. Practical skills: the level of complexity of the problem presented in the case, specially reduced in comparison with the real situation, contributes to an easier formation in practice of skills in using theory, methods and principles, and allows overcoming the barrier of theory difficulties.

3. Creative skills. Logic alone, as a rule, does not solve the situation. Creative skills are very important in generating alternative solutions that cannot be found in a logical way.

4. Communication skills: the ability to lead a discussion, convince others. Use visual material and ICT tools, cooperate in groups, defend your own point of view, convince opponents, write a concise, convincing report.

5. Social skills: the ability to listen, support in a discussion or argue an opposing opinion, control oneself, etc.

6. Introspection. Disagreement in the discussion contributes to the awareness and analysis of the opinions of others and one's own [9].

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