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IMPLEMENTATION OF THE CASE STUDY METHOD IN DISTANCE LEARNING OF STUDENTS

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Introduction

Innovative methods and technologies are increasingly being introduced into the modern education system, which makes it possible to strengthen the practical orientation of vocational education, establish a feedback between theoretical positions and professional actions of specialists in this field, and activate the intellectual and creative activity of students.

Literature review

The main task of all university educational programs is to train specialists in demand on the labor market. The University aims to train well-rounded people with the necessary knowledge and skills to make a positive impression on the employer. Educational programs must meet the conditions of a changing society in which students will live and work. The university is designed to develop students' intellectual abilities, intelligence, initiative and creativity, which will help them subsequently adapt to the requirements of potential employers and the current needs of society.

One of the new forms of effective learning technologies, especially in this period of time, when all training takes place in a distance format, is problem-situational learning using Casestudy cases.

The essence of this method is the assimilation of knowledge and the formation of skills through the active independent activity of the students themselves to resolve contradictions, as a result of which there is a creative mastery of professional knowledge, skills, abilities and the development of thinking abilities.

The tasks of the case study are consistent with the basic principle of the discussed approach: the development of skills to analyze a large amount of disordered information in a short time and make decisions under stress. In this sense, the case study method complements the classical university education system. Its application becomes most effective when combined with other student-oriented methods: learning by doing, training, computer training programs and simulations [1, p. 493].

The case study method is a process of discussion. The tradition of its use is based on the thesis: "The movement to the truth is more important than the truth itself."

Distance education is a type of education based on educational interaction between teachers and students who are distant from each other, implemented using telecommunication technologies and Internet resources. Throughout the world, there is an increase in the number of students studying in distance learning systems, and the number of universities using distance learning tools in the educational process is also growing. Distance learning tools make it possible to automate a number of

elements of the educational process. The functioning of distance learning tools is part of a unified information and educational environment of an educational institution based on the latest e-learning technologies.

The study of foreign experience shows that the main stages of this method are: preparation of a written example of a case from practice; independent study of the case by students; joint discussion of the case in the classroom under the guidance of a teacher in accordance with the "the discussion process is more important than the decision itself" principle [2, p. 64].

During the long period of development and approval of this technology, education has accumulated thousands of cases, the volume of which varies from multi-page descriptions of situations that are deliberately overloaded with information (the experience of Harvard since the 20s of the last century, to compact, one-or two-page presentations of cases found in the practice of Western European business schools.

Given the variety of cases, let us try to highlight the most common, but essential features of the educational situation.

1. It must be specially prepared. We can say that it is a "dissected" situation from the author's practice. The task of this complex methodological work is to create a creative and at the same time purposeful, controlled atmosphere that will form the basis of the discussion process.

2. The case should promote the development of specific competencies. It forms certain professional skills in the context of a scientific worldview.

3. Working with different types of cases teaches students to analyze information, see cause-and-effect relationships, and identify key issues and / or trends. The most active and widely used cases are in the teaching of economic disciplines, within which the concept of "business case" appeared [3, p. 72].

Any case must meet the following requirements:

1. it is an entertaining story of a specific business or a real episode from the history of a business;

2. it must contain an internal intrigue, a puzzle to be solved;

3. the task of the case is to stimulate the student to search for additional information or isolate the main one; the case indicates an urgent problem that may receive its development in the future;

4. the basis for solving the problem is "theory of the question", which coincides with the topic of training.

Cases can be divided into the following types: illustrative, analytical and related to making specific decisions. The specificity of case study is that one and the same situation may have several solutions, the search for which must be encouraged in the process of discussion, organized, as a rule, in the form of group work in an atmosphere of uncertainty. Some authors believe that this is precisely the key feature of the case [4, p. 60]. However, such an idea of a case study, in our opinion, narrows its training opportunities.

Cases are most actively and widely used in teaching economic disciplines, within which the concept of "business case" appeared. In the Western tradition, any business case is accompanied by financial statements, copies of photographs and publications representing the company's products, a description of its production, trade infrastructure, etc. These applications make up the legend of the business case, which in a storytelling format reveals the internal and external environment of the company, identifies a list of business-relevant problems. A detailed description of the legend immerses the student in the topic, creates an atmosphere that motivates him to study the issue [5, p. 731].

In the Western tradition, any business case is accompanied by financial statements, copies of photos and publications representing the company's products, a description of its production and trading infrastructure, etc. A typical set of materials for working with a training case contains the following elements:

1) the case itself (a text with questions for discussion);

2) applications with a selection of various information that conveys the general content of the case (for example, copies of financial statements, publications, photos, etc.);

3) conclusion on the case (possible solution to the problem, subsequent events);

4) a note for the teacher outlining the author's approach to the analysis of the case.

There is a widespread belief that the case study method is most effective when working in the audience. However, our experience of distance learning of students has shown that this method is universal. A questionnaire survey was conducted of 174 students who were studying one of the modules of the online programs.

The respondents rated the overall quality of the educational program at 4.43 points (the average value on a five-point scale). At the same time, 48.62% of the survey participants clearly answered that they would be able to apply the competencies acquired within the framework of the program in practice [6, p. 5].

The advantages of this model include the speed of implementation and low financial costs of the educational institution in comparison with other types of distance learning. With such an organization, the main forces fall on the case developers. Also in this model, you can propose to create a collection of electronic educational resources using ready-made products, sites, simulators, local electronic educational resources and other technologies.

When transferring a case to a remote environment, it is necessary to pay attention to the formulation of the question in the practical task, provide the case with templates and tips for solving, as well as highlight the accents in the theory. This will allow the most effective use of this method in distance learning.

If we compare the case-study method with the traditional methods used in higher education pedagogy, we can find a number of advantages. As a result of the application of this method, the student receives not only certain knowledge, but also professional skills. The final result of training in it is not aimed at mastering the ready-made knowledge, but at its development.

The main difference between the case-study method and traditional methods is the equality of students between themselves and the teacher in the process of discussing the problem. With this method, students have the opportunity to show and improve their analytical and evaluative skills, learn how to work in a team, and find the most rational solution to the problem [7, p. 266].

The use of the case study method in the training of a student contributes to the quality training of a competitive specialist. Students are divided into small groups of 5-6 people and work with cases collectively, offering their own and listening to other solutions to a problem situation. Each student offers options based on their existing knowledge, practical experience and intuition. Thus, the group receives several solutions, each of which then begins to analyze and check for reliability.

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MASSIVE OPEN ONLINE COURSES FOR EFFECTIVELY IMPROVING STUDENTS SPEAKING AND LISTENING SKILLS

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Massive Open Online Courses (MOOCs) are a modern form of online course that started in 2011 and has evolved since then. The acronym MOOC stands for Massive Open Online Course, and it explains the main characteristics of this new form of online learning. Although the interpretation is negotiable, can be put down as follows: Massive – the courses are offered to a great number of audience, Open – MOOCs are free to enroll and study, Online – the courses are accessed via web-based platforms, and Course – they are for educational purposes. MOOCs offer people access to education by offering lecturers, mentors, peers, and well-organized resources [1].

At the present stage of the development of society, the modernization of the content of education in Kazakhstan is not least associated with innovative processes in the organization of foreign language teaching. Therefore, the main goal of modern education is to choose the methods and forms of organizing students' educational activities that optimally correspond to the goal. In recent years, the question of the use of new information technologies in school has been increasingly raised. Since the main purpose of teaching foreign languages is the formation and development of the communicative culture of students and teaching practical mastery of a foreign language, then the use of online language learning sources is the best approach in teaching.

MOOC is a new trend in the development of English education. As a compulsory course in educational sphere, listening and speaking helps students to understand and master the linguistic features of audio and oral English, improve their listening comprehension ability, and their communication and conversational skills. Today, new methods of using Internet resources are opposed to traditional teaching of foreign languages. To teach communication in a foreign language, there need to be created real life situations that will stimulate the study of the material and develop adequate behavior, which, in turn, are widely offered by MOOCs [2]. Now everyone understands that the online learning sources have enormous information capabilities and no less impressive services. Many students have long appreciated all the advantages of the technological advancement and