

CHAPTER 1

GENERAL PEDAGOGY AND HISTORY OF PEDAGOGY

GENERALIZATION OF EXPERIENCE IN USAGE OF CASE TECHNOLOGY IN THE FORMATION OF STUDENTS' SOCIAL SKILLS

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Abstract. *In the context of a fundamental change in the educational paradigm, the transition to interactive teaching methods, the search for alternative forms in the educational process, which would form in applicants for higher education not only professional but also social skills. Among modern technologies and interactive teaching methods, a special place is given to case technology, which provides the formation of interpersonal interaction as an important higher education skill. Taking it into consideration, the article clarifies the essence of the concept of "case method", by which we mean the analysis of students in a microgroup in the offered situation, usually problematic, with further development of solutions, presentation of the final optimal solution, summarizing. The paper substantiates that working with cases allows to apply theoretical knowledge to solve practical problems, forms a professionally necessary set of competencies, helps to develop students' independent thinking, combining theory with practice. The stages of case technology implementation (preparatory stage, stage of immersion in joint activity, stage of organization of joint activity, stage of analysis and reflection) are specified. The article reveals the importance of this method, which is due to its versatility and ability to solve problems comprehensively. The foreign and national experience of application of case-technology in formation of social skills of students is generalized. The necessity of using the case study method to improve the quality of education in higher education institutions of Ukraine is substantiated.*

Keywords: *interactive technologies, case, case method, social skills, analysis, method of specific situations.*

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Introduction. Modern globalization challenges and the dynamism of socio-economic transformations of society significantly affect the functioning of every society. Modernization of industries, the emergence of new knowledge and technologies, increased competition in the labor market have changed the development priorities of most countries, putting the individual and his social skills, including: the ability to work in a team, think creatively, negotiate and persuade, interpersonal communication, time management, creativity, etc.

Given the requirements of the labor market and in terms of solving problems facing higher education, there is an urgent problem of forming students' "soft skills" and balancing these competencies, which is possible by updating the methods and forms of management of the educational process. All this presupposes the search and implementation by scientists of interactive methods and techniques of teaching, in particular case technology.

Literature review. The history of mastering the case method in our country has significantly intensified since the 90s of the last century. Such researchers as O.Sydorenko, Y. Surmin, V. Chuba, P. Sheremeta, A. Stefan, and others worked on the development of the theoretical foundations of this technology. In their works, they noted that this is an innovative way of learning that promotes the development of critical thinking, teaches systematically, closely linking theory and practice, solves current problems of future professional activity. O. Dolgorukov, considering the essence of the "case study", identified the main features by which we can distinguish the case method from other methods:

- multi-alternative solutions, the fundamental absence of a single solution;
- collective development of decisions;
- the only goal in the process of making decisions;
- the presence of emotional tension of students;
- collective evaluation of activities;
- the presence of a model of socio-economic system, which is considered at a certain point in time [1].

Analyzing the experience of foreign researchers, we see that their achievements in the field of both theoretical development and practical implementation of the case method is much greater and gained recognition much earlier, since the 20s of the twentieth century. Therefore, the experience of such scientists as D. Robin, E. Monter, M. Lidere, S. Becker, W. Mikelonis, M. Norfi, etc., as well as the practice of case-study Harvard (American) and Manchester (European) schools are the main basis for further usage of the case method in Ukraine.

Aims. The purpose of the article is to summarize the experience of usage of case technology in the formation of students' of higher education social skills.

Methods. To achieve this goal, a number of research methods were used, in particular: analysis and synthesis, systematization and generalization of psychological and pedagogical literature, induction and deduction, comparison.

Results. In the context of a fundamental change in the educational paradigm, the transition to interactive teaching methods, the search for alternative forms in the educational process, which would form in applicants for higher education not only professional, but also social skills. The method of cases opens wide opportunities for the formation of such psychological formations in students.

The term "case method" literally translated from Latin means a confusing, unusual case. The essence of the "case-study" is that the teacher provides students with a package of documents (case), and they study it in detail, find a problem and outline solutions or consider ways out of a difficult situation. Cases are specially prepared on the basis of factual material situations that students analyze during the lesson [2, p. 198].

Scientists have different approaches to the interpretation of this method. Thus, B.E. Andyusev compares it with a business game, calls it "technology for analyzing specific situations." The scientist argues that in the case proposed for analysis, the real life situation should be reflected, and the description should contain contradictions, hidden problems, to solve which requires theoretical knowledge [3].

According to O.I. Vaganova, the discussion of the case is similar to a well-organized, well-thought-out theatrical performance, because it has a lot of emotions, creative competition and even struggle [4].

This learning technology was developed at Harvard Business School in the early twentieth century. To this day, this educational institution is a world leader in the development and implementation of the case method. The Situation Method is a unique way of learning that involves the use of specific situations (cases, life stories) for joint analysis, discussion or decision-making by learners in a specific section or topic of the course. Thus, when working with Case Studies there is an analysis or solution of specific business situations from a certain scenario, which includes both independent work of students and "brainstorming" within a small group, and a public speech with the presentation and defense of the proposed solution. [5].

Thus, by learning technology "case method" we mean the analysis of applicants in the microgroup of the proposed situation, usually problematic, with further development of ways to solve it, the presentation of the final optimal solution, summarizing.

"Case method" as an interactive learning technology has its own specifics and stages of implementation.

N. Vasyneva proposes the following algorithm of actions for the organization of work of applicants on the technology "case method":

1. Preparatory stage. Applicants gain experience in making management decisions in a new situation. The main task of this stage is: the optimal selection of research and teaching information for the case; development of a real management problem; preparation of supporting material for the case (tables, graphs, video, audio materials); development of options for solving problem situations; preparation of applicants for work.

2. Stage of immersion in joint activities. At this stage there is a formation of motivation for joint activities, acquaintance of applicants with the problem situation and motivation to identify the initiative; determining the main problem of the case.

3. Stage of organization of joint activities. At this stage there is: the organization of activities to solve the problem, the activities can be organized in small groups or individually; applicants are divided into groups; applicants compose individual answers in a single position for the presentation; a speaker is chosen to present the decision, questions to the speakers; the substantial side of the decision, presentation technique is estimated; the scientific and pedagogical worker organizes and controls the general discussion.

4. Stage of analysis and reflection of joint activities. The main task of this stage is to identify the educational results of working with the case, for this purpose the effectiveness of the lesson is analyzed, tasks for further work are determined, the researcher analyzes the work of the group, summarizes [6].

The application of the "case method" in the educational process of free economic education gives the opportunity to form in the applicants such social skills as:

- ability to work in a team (because, as a rule, the case method is used working with a group of applicants who solve a certain problematic situation together);
- ability to express and defend their own position (during the discussion, debate, each of the applicants has the opportunity to express their own opinion, position on the problem of the case to be studied and solved, to argue their own point of view);
- the ability to listen to others (case method involves developing a common group position on solving a problem situation, reaching an agreement, consensus, joint, balanced, considered decision, for this you definitely need to listen to the arguments of group members, critically interpret them);
- the ability to offer non-standard ways of solving problems (for the case method, as a rule, select problem situations for which there are no obvious and simple solutions, so in most cases, applicants are forced to generate new ideas and rational analysis decision);
- lifelong learning (problem situations force applicants not only to update existing knowledge, but also to search for new ones, additionally turn to scientific, educational literature, develop legal framework, study the experience of practitioners in certain fields. Often useful foreign experience in solving problems situations that require the applicant to apply foreign language skills (in order to gain new knowledge, the applicant is forced to develop and apply in practice the skills of finding and summarizing various sources on the problems of a particular situation);
- critical thinking skills (in the process of analyzing the problem situation and working out ways to solve it, applicants are forced to critically evaluate the situation itself, their proposals, as well as the arguments of other members of the group);
- ability to manage time (as a rule, applicants are given limited time to solve the problem situation, so they need to clearly allocate time frames for each stage and adhere to deadlines at all stages of solving the case – from its analysis to the presentation of a common solution, irrational use time, going beyond the time frame – can doom the task to failure);
- stress resistance (case method is a method of testing applicants for stress resistance and its development, as it occurs under stressful conditions, in particular, when the conditions provide time constraints, and therefore applicants are not sure whether they can meet the deadline to complete the task, in addition there is not enough information and the only way to solve the problem situation);
- ability to motivate oneself and others (case method, in essence, involves active participation in the discussion and outlining ways to address the specific situation of all group members, so it is important that each applicant works, speaks, offers strategies to solve the problem situation, and for In case one of the members of the group is not active, it is important that the moderator or other participants in the educational process motivate classmates to work actively);
- leadership (case method involves the search and presentation of the optimal solution to the problem situation, so in this process the important role of formal or informal leaders who will create a favorable moral and psychological climate, distribute roles, "smooth" conflict situations, "tame" excessive emotions, to give the opportunity to express themselves to all comers and in fact, without wasting time on

unnecessary things, as well as to help formulate the only correct, effective solution to the problem situation in specific conditions);

- responsibility (in the process of solving the problem situation, applicants will form a sense of team responsibility for the result of work, and this is a jointly developed solution. In addition, the case method usually involves the analysis of specific practical situations that occur in real life and, accordingly, the decision to solve them is not only a learning task, but also one that can be implemented in practice, and therefore the responsibility grows.

Analyzing also the world experience of applying the case method, it can be argued that it plays an important role in shaping the social skills of higher education seekers (Table 1) [7].

Table 1. The influence of the method of situation analysis on the formation of socially significant qualities of the specialist.

Qualities of a specialist	Characteristic	The influence of the method of situation analysis on their formation
Ability to make decisions	Ability to develop and adopt a model of specific actions	Comparison and evaluation of the advantages and disadvantages of different situations, highlighting the logic of the situation
Ability to learn	Ability to search for new knowledge, mastering skills and abilities to self-organize their learning	Constant search for new information during the analysis of the situation, especially in the process of its development
System thinking	Ability to holistic perception of objects in their structural and functional characteristics	Comprehensive understanding of the situation, its systematic analysis
Independence and initiative	Ability to individually develop and actively implement solutions	High individual activity in situations of uncertainty
Willingness to change and flexibility	Desire and ability to quickly navigate the changed situation, to adapt to new conditions	Development of a model of behavior in constantly changing situations of analysis
Commercial business orientation	Setting on productive activities to achieve a practical result	Constant search for the answer to get a practical result in a particular situation
Ability to work with information	The ability to search for information, analyze it, translate from one form to another	Constant search, selection, classification, grouping, analysis and presentation of information
Perseverance and determination	Ability to defend one's point of view, to win discussions with partners	Ability to argue and defend their point of view
Communicative opportunities	Possession of words and non-verbal means of communication, the ability to make contact	Constant expressions of their position, the ability to listen and understand the interlocutor
Ability to have interpersonal contacts	Ability to make a favorable impression on the interaction partner	Constant desire to make a good impression on the teacher and other students
Problematic thinking	Ability to see problems	Finding the problem and determining its main characteristics
Constructiveness	Ability to develop problem-solving models	Finding ways to solve the problem using the case method
Ethics	Possession of ethical norms and skills of ethical behavior in the conditions of collective interaction	Constant collective interaction, competition

In recent years, the case study technology has been actively introduced in the educational process of the Free Economic Zone of Ukraine. For example, the teams of teachers of higher education institutions Danube Institute of Water Transport, State University of Infrastructure and Technologies and teachers and cadets of the Danube Institute of the National University "Odessa Maritime Academy" developed and tested the following cases: "Piracy and International Law" , "Measures to counter pirate attacks", "Bullying in international ship crews", "Maneuvering tablet and methods of working with it", "Leadership and types of ship crew management" [8].

In these free economic zones, not only the case study technology was introduced, but also an experimental study was conducted during two months of training in quarantine conditions regarding the effectiveness of its application. To this end, mini-cases were developed for cadets, which included: theoretical and information block, problem situation, solving it on the basis of reasonable conclusions made by cadets.

The results of the survey of applicants on the effectiveness of case study technology show that "interest in professional activities has increased significantly when providing material in case study format, cadets preferred this type of work among the proposed traditional, such was 73% of the total number of answers; 44% of undergraduates offered assistance to teachers in creating cases for undergraduate students; 68% initiated to continue this type of work while studying other disciplines of professional training "[8].

An interesting foreign, worldwide experience in the application of the case method is the annual holding of various competitions, case solving competitions among student youth. Examples of such competitions are (<https://www.thecasecentre.org/caseLearning/competitions>):

- "Aarhus Case Competition" – a weekly case competition in Aarhus (Kingdom of Denmark) – one of the largest competitions of high complexity in solving cases in Northern Europe, which involves the best students – future entrepreneurs. In 2021, the top nine student teams will tackle three different real-world situations: two introductory and one big 30-hour main case, in which one team wins and wins the title case.

- "APICS West Coast Student Case Competition" – a traditional logistics case competition, ASCM (Association of Supply Management, which is one of the world leaders in the field of supply) in cooperation with Deloitte Consulting LLP (this company is one of the world leaders in providing assistance to companies in integrating business strategy in the field of supply to increase operational efficiency). Students from universities in Africa, Asia, Europe, and North and South America are participating in the competition. The participating teams develop extraordinary and interesting ways to solve practical situations of continuous supply management. Cases may include distribution, logistics, sales, and operations planning, as well as other operations management tasks.

- "CBS Case Competition" – a competition for solving real business cases, which has been held since 2002. In 2005, Copenhagen Business School specialists developed business cases in cooperation with Schneider Electric

(<https://static1.squarespace.com/static/5ad60a394eddec46cd24f475/t/5b8fb2a50e2e72196157e10d/1536540>). According to the rules of the competition, the team consists of 4 students, who are given 24 hours to present a solution to a practical business situation. Since 2019, another competition called "GLOBAL" has been introduced. From 2020, the top 3 teams will be selected to solve the final case in the online grand final. In 2020, the competition was held online and was available to students from around the world.

- The CFO Case Study Competition is an annual open and global multi-stage business strategy and financial research competition focused on leadership. The competition is organized by the CharterQuest Institute in South Africa. The competition is divided into 2 parts: Global-Senior – designed for university students and Continental-Junior – for high school students. Participants must address a range of complex, integrated, financial, operational, strategic and ethical issues facing real global business in emerging markets. The purpose of the Competition is to prepare a new generation of CFOs and global business leaders. The organizers aim to develop young people's entrepreneurial and business competence, to form the ability to work in a team, analytical, critical, creative, as well as strategic thinking.

- Climate Investment Challenge – a competition is organized for graduate and undergraduate students. Participants are invited to develop and describe creative financial solutions and innovations aimed at solving one of today's global problems – climate change. Tasks may include identifying untapped funding opportunities to combat climate change or developing innovative financial structures or tools that increase the return on investment in climate conservation.

- Creative Shock – a global competition of social business cases for students. It dates back to 2011. Every year, contestants solve financial, marketing, PR and strategic tasks for the development of social business. The participation of students in this competition introduces them to real global models of social business. Student youth offers the implementation of a business strategy for socially oriented activities of enterprises and organizations. At the qualifying stages of the competition, students solve two social business cases. The best 10 teams reach the final, which takes place in Vilnius (Lithuania) and solve two more cases. In 2019, 1803 students from 101 countries joined the Creative Shock (<http://creativeshock.lt/competition>).

- Global Family Enterprise Case Competition – an annual (since 2013) case study for family businesses (FECC). The competition is aimed at preparing young people to understand the most important issues inherent in family businesses. Students learn to apply the acquired knowledge and skills to solve complex problems of family business (https://www.uvm.edu/business/global_family_enterprise_case_competition).

- Hult Prize – The Hult Prize Foundation is an annual competition for the Hult Prize, which aims to identify and launch the most compelling social business ideas to create new businesses that solve the serious problems facing billions of people around the world. This competition is also called the accelerator of startups for beginners, young social entrepreneurs who are university graduates from around the world. The contest has been named one of the top five world-changing ideas by US

President Bill Clinton and TIME magazine. The winners of the competition receive a start-up capital of \$ 1 million, as well as mentoring and advice from the international business community. In 2021, the competition will be held under the slogan "Challenge for Food" (<https://www.hultprize.org/challenge/>).

- Net Impact Case Competition (NICC) – MBA case competition, which focuses on solving real social and environmental business problems. The competition is held annually by the Leeds School of Business at the University of Colorado at Boulder. In 2020, the theme of the competition was "Economic Recovery in Response to a Global Pandemic." The business plans presented by the teams had to give priority to environmental and social issues. The Net Impact Case Competition gives students the opportunity to demonstrate their ability to solve problems using an interdisciplinary approach to professionals and companies focused on sustainable development. The 2020 competition set students the task of finding a way to the economic recovery of a country in the midst of a global pandemic. Participants developed a vaccine distribution plan that would ensure equitable social and economic impact in many different communities across the country. In developing the solution of their case, students faced logistical and ethical problems of medical care (<https://www.netimpactcc.com/>).

Also, there are such popular competitions as: IMA Middle East and India Student Case Competition; HSBC / HKU Asia Pacific Business Case Competition; John Molson MBA International Case Competition; Katz Invitational Case Competition; KeyBank Foundation and Fisher College of Minority MBA Student Case Competition; Network of International Business Schools (NIBS) Worldwide Case Competition; PRMIA Risk Management Challenge; Russian National Case League Changellenge.

Thus, the most popular international case competitions among student youth are: Aarhus Case Competition; APICS West Coast Student Case Competition; CBS Case Competition; CFO Case Study Competition; Climate Investment Challenge; Creative Shock; Global Family Enterprise Case Competition; HSBC / HKU Asia Pacific Business Case Competition; Hult Prize; IMA Middle East and India Student Case Competition; John Molson MBA International Case Competition; Katz Invitational Case Competition; KeyBank Foundation and Fisher College of Minority MBA Student Case Competition; Net Impact Case Competition; Network of International Business Schools (NIBS) Worldwide Case Competition; PRMIA Risk Management Challenge; Russian National Case League Changellenge.

Discussion. The advantage of the case method over the traditional methods used in the educational process is undeniable. The case method allows to interest students in the learning process, forms an interest in a particular discipline, promotes the active acquisition of knowledge and skills.

However, some researchers note certain disadvantages of this method:

- does not contribute to the deep study of pedagogical problems and tasks;
- requires significant time;
- requires from the teacher a certain experience, deep knowledge in
- conducting discussions and analysis of the "case" situation;

- insufficiently researched in pedagogy;
- the teacher must be able to abandon their own judgments.

Therefore, further research is aimed at identifying and substantiating the pedagogical conditions for the formation of social skills of students of agricultural institutions of higher education.

Conclusion. In the analysis of experience in the usage of case technology in the formation of social skills of higher education seeks that to strengthen the social skills of students it is advisable to combine traditional forms and methods of usage case technologies, which allows to use theoretical knowledge and develop skills, necessary for making adequate decisions and considered actions in the presence of possible real problems in future professional activity. The case approach is not aimed at mastering ready-made knowledge, but at creating new ones. This makes the learning process for the student not just necessary, but desirable, interesting, and, ultimately, more effective.

In Western Europe and the United States, the case-study method occupies a prominent place in teaching, is successfully used in business education and is deservedly considered one of the most effective ways of learning (Harvard Business School devotes almost 90% of time to solving case problems). Taking the example of developed countries with strong economies, we must make every effort to develop a high level of case study methods, which will increase the number of highly qualified, trained for any problem situations specialists needed for successful economic development of our country.

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