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FEATURES OF THE HISTORICAL DEVELOPMENT OF THE CASE STUDY METHOD

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ABSTRACT: The article examines the history of the formation of the case study as an innovative educational technology and method of social research. The paper also analyzes the main directions of case study development at the present stage. The case-stage method is considered as an integral system of methods, techniques and design tools. Special attention is paid to the implementation of professionally oriented educational situations and professional activities of trainees. The case is presented as a creative level task that generates new meanings and goals for the professional development of students.

Keywords: case study, case method, innovative technologies, situational tasks, Harvard method, efficiency, situational learning method.

INTRODUCTION

At the present stage, when there is a search for solutions to education problems, the issue of justifying the choice becomes more relevant in innovative educational technologies, which is called case study.

Case study - analysis of a specific situation or the practical case containing the problem which refers to the methods of active situational analysis, and in education used as a tool for solving practical problems encouraging students to develop independent thinking, communicative competence and meta-disciplinary skills.

Langdell's approach differed dramatically from traditional learning (lectures, seminars) inductive empiricism was met with tremendous resistance. For the first three years of work.

Langdell in the position of dean, the number of students decreased from 165 to 117 people, but thanks to the support of C. Eliot,

Langdell remained on his post until 1895. By that time, the method was established not only in Harvard, but also in six other law schools [1, p.106].

Donham appointed Copeland, who earned the notoriety of the "bad teacher" (in his lectures, students protested "trampling"), the head of the Harvard Research Committee business (Harvard's Bureau of Business Research) and "ordered to reorient his activities from collecting statistics to collecting "Case". At the same time, Copeland restructured his marketing course, and "trampling magically stopped" [2, p.24].

Then Donham convinced Melvin instead of a marketing textbook, publish a collection of "business problems. The first collections of cases were published in 1921 in "Harvard University Reports on Business", and in 1922 85 educational institutions began to use cases in their work. Also Donham organized a series of classes on teaching methods of situations, and

since then Harvard is considered a promoter of case studies [3, p.8].

Harvard Medical School has come to use situational tasks only in 1985, when Daniel Tosteson, her graduate, became dean of the school in 1977 and set a goal to solve the problem information overload of students. Result of work researchers (Gordon Moore, Business School and other) for this the challenge was a curriculum change and the introduction of an experimental testing "New Path", which allows you to go from training programs for the active study of medicine by the method of cases. Core programs - trainings for six to eight students, meet three times a week to discuss situations written specially for the "New Path".

There are currently three schools at Harvard - Law, medical and business most actively building the learning process on case method. Schools differ in principles, characteristics, and different ways of learning: competition or collaboration, analytical accuracy or decisive action, a single decision or variability, but each of them is constantly considers alternative development paths. With strategic, material, cultural points of view Harvard has chosen the path of investing in the method situational analysis. Some quality cases cost from 5000 to 30,000 dollars. "After eighty years there was written the first "case", the application of the training example remains the basis of teaching and learning at Harvard School. Every year about 350 "cases" are being developed here, which, it is said, makes the most part from created around the world "[2, p.43].

Today, situational training according to the Harvard methodology is intensive training for students who uses video materials from computer and software. "Leaders spent several hours on this method - Harvard Business School. An ordinary student, while studying at

Harvard, examines up to 700 cases, spends up to 90% of study time to work with a specific situation "[4, p.15].

Since the 20s of the last century European education began to use the Harvard method. In 1965 at the University of Manchester opens Manchester Business School (MBS), in which approached the case method creatively. In the Manchester tradition the description of the situation is briefer, and the decision is fundamentally open and produced in the course of group discussions.

Although the use of situational tasks in the educational process this stage causes a number of difficulties, but solutions are sought successfully. A feature of the method is its constant development, flowing simultaneously with rapidly changing objective factors that respond to all changes in the environment, conducive to not only active adaptation to new conditions, but influence on them. "The method will act as the most important channel of filling creativity content of the educational process, and means of development of human resources".

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