

PSYCHOLOGICAL ASPECTS OF CASE STUDY WITH INTERACTIVE APPROACH

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Abstract :

EUROPEAN INTEGRATION OF UKRAINE AND DEEPENING OF THE PROCESSES OF DEMOCRATIZATION OF THE UKRAINIAN SOCIETY DETERMINE THE TRAINING OF SPECIALISTS WITH HIGH-QUALITY EDUCATION THAT CORRESPONDS TO THE INTERNATIONAL STANDARDS OF EDUCATION. STATE POLICY IN THE FIELD OF HIGHER EDUCATION IN UKRAINE IS AIMED AT FURTHER REVOLUTIONARY CHANGES AND INVOLVES THE INTRODUCTION OF INNOVATIVE TEACHING METHODS AT THE UNIVERSITIES. IN THIS ASPECT, THE PAPER DEALS WITH THE PECULIARITIES OF THE USE OF THE CASE STUDY METHOD IN THE TRAINING OF SPECIALISTS IN THE ECONOMIC PROFILE. CASE STUDY METHOD ACTIVATES THE LEARNING PROCESS, CREATES A UNIQUE EDUCATIONAL EFFECT AND POSITIVELY INFLUENCES ON QUALITY OF EDUCATION OF FUTURE PROFESSIONALS. THE VALUE OF USING THE CASE STUDY WITH THE ELEMENTS OF INTERACTIVITY IN BACHELOR'S AND MASTER'S PROGRAMS IS RELATED TO THE FORMATION OF APPROPRIATE PROFESSIONAL SKILLS IN STRATEGIC AND TACTICAL THINKING. THIS METHOD ALSO ENCOURAGES STUDENTS TO FIND OPTIMAL MANAGERIAL SOLUTIONS IN SPECIFIC BUSINESS SITUATIONS. THE PAPER PAYS CONSIDERABLE ATTENTION TO THE DEFINITION OF THE MAIN VECTORS OF THE PSYCHOLOGICAL IMPACT OF CASE STUDY ON THE RESULTS OF THE STUDENT'S EDUCATIONAL PROCESS. THE BASIC DIRECTIONS OF DISTRIBUTION OF USE CASE STUDY AT TEACHING OF SUBJECTS OF ECONOMIC DIRECTION AT THE UNIVERSITIES OF UKRAINE ARE GROUNDED.

Key words: CASE STUDY, INTERACTIVE TEACHING METHODS, PSYCHOLOGICAL IMPACT.

Introduction:

World practice of applying case study in the educational process at Universities suggests that this method is a valuable tool for the formation of high-quality education of future specialists. Case study develops students' analytical thinking, builds creative leadership skills and strengthens their leadership abilities in the process of discussing business issues in an audience. This method encourages bachelors and masters to thoroughly analyze the facts and peculiarities of business situations and choose well-founded strategies for their solution. The effectiveness of using case study in the learning process is enhanced in combination with the use of interactive learning methods. This creates a unique educational effect, which positively affects both the quality of education and the overall level of professional skill of future professionals.

The psychological component is important in the implementation of the case study as an educational process tool. In this case, the cognitive and motivational need of students is a prerequisite for the organization of effective learning.

At the Ukrainian Universities, the case study as a teaching method has a limited scope of use. This situation is related, to a greater extent, to the lack of strategies and special programs for its application in education.

This is precisely what determines the peculiarities of using the case study method based on its psychological component and updating this method for higher educational institutions of Ukraine.

Objectives:

The purpose of the research is to determine the psychological effects and learning outcomes of case study in the system of interactive learning tools for students at the Ukrainian Universities.

According to the goal it is necessary to solve the following tasks:

- determine the methodological content of the case study and the effectiveness of its use in the system of interactive teaching methods;
- evaluate the functional possibilities of the case study and the organizational preconditions for its use in the educational process;
- evaluate the psychological and educational results of using the case study in teaching economic disciplines at the University.

Literature review:

The results of scientific and practical studies on the use of case study in the system of interactive learning tools are highlighted in the scientific works of foreign and domestic scientists. So, foreign research by such scholars, as: J.Boehrer (1994, i), A.Towl (1969, ii), A.Velenchik (1995, iii) focuses on the main principles of the use of situational exercises in business education.

Ukrainian scholars, such as: P. Sheremeta, L. Kanishchenko (1999, x), O. Sidorenko, V. Chuba (1999, xi; 2001, viii) adapted the theoretical and practical concept of case study of Anglo-Saxon countries to the realities of study at Ukrainian Universities. During this period, thanks to the Program for the dissemination of situational learning methods among Ukrainian higher education institutions, university lecturers were given the opportunity to apply case study method on using the materials of business activities of Ukrainian enterprises.

Further scientific developments concerning the psychological aspects of the use of interactive teaching methods are reflected in the writings of Ukrainian scholars: T. Dotsevich (2015, iv), N. Divinskaya, V. Andrushchenko (2008, v), L. Serdyk (2012, vi), O. Stolyarenko (2012, vii), T. Tkach (2008, ix), others.

Consequently, despite the presence of a large number of scientific papers in the sphere of case study application and interactive teaching methods are still matters of further research case study from the point of view of psychological and educational results of its use. This leads to further research into the above problem.

Research results:

Case study, as a method of teaching students, has become most widespread at the US universities, and, especially, at the Harvard Business School. This method is based on the use of situational exercises (cases) during the student's training process. Usually a case is a story about a real managerial situation that may arise from the Head of a Company (enterprise) and which, as a rule, requires a managerial decision. Situational exercise (case) does not include neither analysis nor conclusions, but only facts and events, set out in chronological order. By content, situational exercise (case) often focuses on the main actor at the time of the adoption of a cardinal management decision. Consequently, the application of the case is accompanied by involving students in the collective discussion of the problem and collective efforts to find a common solution for it. The case study is a specific pedagogical tool of the innovative direction, which, along with other interactive methods (computer simulations, business games, group and individual projects) allows achieving high individualization and development of potential abilities of future specialists. Situation exercises (cases) are selected for specific disciplines to achieve clearly defined goals and objectives.

At the present stage of the development of information technologies in the world, the tendency of transferring the sphere of organization of the communication process to the interactive system of the educational and consulting environment of the e-network (2015, xii) is formed. An important role in the developing of such system is the principle of organizing learning resources in relation to the formation of the knowledge base, and its use in the process of learning interaction. Such interactive training systems have significant benefits: anonymity and privacy; individual pace of work; accessibility; lack of emotionally-subjective assessment; impartiality; feedback, the possibility of obtaining the optimal solution; reduction of time for decision making, etc.(2012, xiii). Application case study with an interactive approach involves use interactive learning technology; intelligent software and Internet technologies for improving the quality of solutions; needs to improve the computer and information support of electronic computer systems taking into account the trends of production development. When performing a situational exercise, the steps of the interactive process are displayed on the monitor. The built-in algorithms for interactive learning provide step-by-step dialogue between the student and the computer, resulting in the information necessary for the decision to be made on the monitor. In doing so, the following basic requirements for interactive decision-making are fulfilled:

- simplicity and convenience of interactive learning system in use;
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- availability of logic and consistency;
- completeness of decision-making; resilience to user errors;
- productivity and efficiency;
- cost effectiveness.

The experience of using the case study method at the National University of Food Technologies (Kyiv, Ukraine) during the study of the disciplines "Marketing" and "Marketing Communications Policy" in the bachelor's program indicates the following. Based on the use of the "Direct Marketing" situational exercise, we estimate that students develop the following skills:

- identification of direct marketing problems;
- critical analytical thinking;
- finding non-standard (alternative) solutions to problem situations in the field of direct marketing;
- cooperation and leadership;
- communication and modeling the ability to simulate the future development of events.

The results of student tests conducted after the case study method indicate that students with an interest in perceiving the discussion problems with the real materials of Ukrainian enterprises in an atmosphere close to the professional communication of specialists.

From a psychological point of view, educational activity by the method of case study is a special kind of cognitive activity of students, which is carried out in order to assimilate them specific knowledge and obtain professional skills.

Ukrainian psychologists, considering the case study as a specific learning process, note, that it is accompanied by the formation of new mental characteristics and the sources of their development laid both among teachers and students who want to acquire new knowledge.

In general, learning activities students who are involved in case study it is- similar, and, at the same time, from a psychological point of view it is - different. This distinction is determined, first of all, by the motivation of learning.

Motivation for a student forms the meaning of his learning. In addition, the success and effectiveness of learning process depends on the individual psychological characteristics and abilities of each student, namely: on the level of perception of information, attention, thinking, imagination and memory of facts by the student.

The process of study in case study psycho physiologically correlates with such properties of the nervous system of students, as: dynamism, flexibility of thinking, as well as the potential for mastering new knowledge.

Ukrainian psychologists in this aspect singled out the concept of "special learning" as conditions of the student's mental preparing for it's quickly development with determine knowledge type.

Psychologist O. Stolyarenko (2012, vii) uses the notion "productivity of the student's educational activity" and interprets it in the sense: the quality and pace of student's learning, the amount of assimilated material per unit time, the lack of tension and fatigue during a certain time and level of satisfaction with the student's learning outcomes.

In the process of using case study, the level of mastery of study material by students is assessed by the following criteria:

- the pace of progress in education;
- ease of mastering knowledge, lack of tension, fatigue, experiences and satisfaction with the development of new knowledge;
- the strength of memorizing learning material and the acquisition of new knowledge.

By learning new knowledge, psychologists understand the lack of consolidation of certain structures in the memory of the student, and conscious reflection on them and the memorization of the educational material, which contributes to the generalization of knowledge and the appropriate use of them in practice.

During the application case study, students reproduce the ability to study. Also students are in a state of personal professional-psychological changes.

By gaining new knowledge, students change themselves, creating conditions for further practical implementation of their cognitive capabilities. Knowledge of lodging by which case study is directed, is the motive, in which their cognitive needs of students find their substantive embodiment. Case study as an effective learning tool helps to enhance cognitive motivation of students through the cognitive part of situational exercise (case). These are, first and foremost, factual elements that expand and supplement students' knowledge of concrete personalized examples from the professional field of activity. In an analytical plane, the case sends students to an individual way of thinking and in-depth analysis - detailing the complex situation on simpler elements. This allows to intensify the creative activity of students in determining the options for possible solutions to the case and to choose the best solution for it.

The case study is based on the psychology of relationships: student-teacher and student-student. In the activity of the teacher, the central place is occupied by students who stimulate and activate each other in the process of solving the problem of the case. From a psychological point of view, case study develops such personal qualities of students as: autonomy, creative thinking, self-esteem, propensity to individual results and confidence in their knowledge.

The case study differs from other interactive methods of teaching with high methodological saturation and contains significant epistemological, phraseological and axiological potential. The above teaching method creates conditions for students' spiritual and creative freedom and their democracy corresponds to the nature of society and its values.

Conclusions:

In the context of gradual changes in educational and cultural traditions in Ukraine, we consider it necessary to review the internal policies of higher educational institutions in Ukraine and direct them to

more active implementation of effective educational technologies. For this purpose, Universities are invited to:

- identify the staff potential of teachers who are capable of experimenting and using new educational technologies;
- create conditions for constant improvement of teachers' skills and their training in the field of use of interactive teaching methods;
- support foreign programs of teacher's internship and cooperation with Ukrainian and leading universities of the world.

Ukraine's entry into the globalized world economic system is accompanied by widespread use of qualified specialists in national and international Companies. Abroad, the study is one of the main methods for the formation of high-quality higher business education. Therefore, the dissemination of this method in Ukraine will be especially useful as it creates the basis for psychological understanding between highly trained specialists.

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