THE CASE-STUDY METHOD AS A WAY OF FORMING THE SOCIOCULTURAL COMPETENCE OF FUTURE BACHELORS OF PEDAGOGICAL EDUCATION


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Abstract. In the conditions of constant development, contemporary society needs competitive young graduates, that, accordingly, makes high demands on the educational process. Active methods of teaching are relevant. Such methods promote sustainable motivation and positive attitude to a foreign language as an instrument for achieving the goal in a variety of unforeseen life situations. One of the methods of such training is the case-study method, which allows participants in the learning process to be in a problematic situation, which must be resolved through the collection of information, analysis, systematization, classification and generalization. This method facilitates the transformation of traditional teaching, in which students take an initiative position, and the teacher – the position of an assistant partner. The authors of the article conclude that the use of case-study will contribute to the development of cultural studies of Scotland.

Key-words: case-study, semantization, sociocultural competence, federal state educational standard, situational analysis, problem analysis, recommendation analysis, casual analysis.

1. INTRODUCTION

The 21st century is the time of dynamic changes in the international political, economic, sociocultural and information world space. In these conditions, the system of higher education requires the development of new educational moves instead of widespread reproductive methods of teaching: multicultural education by means of a foreign language (Sysoev, 2009, p. 96-100), linguocultural approach, characterizing by a holistic systemic examination of "culture and language" as a set of units (linguoculturemas) (Vorobiev, 2006, 11–12), thesaurus approach to the study of culturally-marked vocabulary (Achaeva, Pospelov, Pospelova & Subbotina, 2016, p. 121–127).

The formation of sociocultural and communicative competences in education enables students to acquire the skill of foreign language communication as a universal way of mastering reality, enhancing its personal position in the international environment.

The concept of sociocultural competence / competence is presented in general philosophical, linguistic and pedagogical studies (Safonova, 2004) (Vereshchagin & Kostomarov, 1980, 2005) (Zimnyaya, 2006). In the field of teaching foreign languages, the problem of the formation of sociocultural competence was reflected in the federal state standard of secondary (full) education in a third-generation foreign language, where the sociocultural competence is one of the main objectives of teaching foreign languages as part of communicative competence along with speech, language, compensatory, cognitive one. This competence is not prescribed, but its components are included in the general cultural and professional competencies of graduates [State standards].

The case-study method is one of the methods-activators of effective forming sociocultural competences.

The relevance of this study is caused by the following contradictions between:

ability of the case of technology to the formation of a person who is ready to resolve a spontaneous situation and quickly solve problems in the conditions of international communication, and inadequate study of the stages of work according to this technology; the need to own sociocultural competencies and insufficient work on the academic topics aimed at the formation of these competencies.

The research problem can be described as follows: how to use the case study method most effectively in the process of studying the culture of Scotland.

The aim of the study: analysis of the use of the case-study method in the process of studying a foreign language at senior stages of teachers’ training college. In accordance with the aim, the object of research is formation of the sociocultural communicative competence of university students. The subject of the research is the case-study method as a means of forming a sociocultural communicative competence.

Research methods: method of semantization, cultural analysis, descriptive method, retrospective analysis, method of verification, statistical method, survey.

2. RESULTS AND DISCUSSION

Initially, the attitude of future bachelors to the use of case-study was revealed. The survey was conducted at the faculty of foreign languages of Elabuga Institute of Kazan Federal University in 2015 – 2017. The survey involved 100 people.

80% of the students answered that this technique allowed to understand the training material to a greater extent; 30% – to get the skills of group work; 55% – to work individually, 70% – to apply the material studied earlier; 82% – to adapt to the situation of communication; 45% – to have responsibility for success in the team; 90% – for further use of case-study.

Upon completion of this study, some case studies aimed at forming the socio-cultural and communicative competencies of future bachelors have been developed and tested. Let us consider the following situations. Notes and commentary for these situations (cases) were verified by a number of authoritative lexicographic reference books (Longman: 1994), (Oxford: 2000), (Oxford: 2005), (Webster: 1986), (Dictionary by M.Webster).

1. Preparatory work. Semantization of the proper name Mary, Queen of Scots, also Mary Stuart.

Mary, Queen of Scots, also Mary Stuart (1542 – 1587) the daughter of James V of Scotland and cousin of Elizabeth I of England. She became
queen of Scotland as a baby. In 1567 she had to abdicate and ran away to England, where she spent the rest of her life as a prisoner. Many Catholics thought she should have been queen of England instead of Elizabeth I. She was thought to have been involved in a plan to kill Elizabeth, and Elizabeth ordered her to be killed. She was killed by having her head cut off. When Elizabeth died Mary’s son, James VI of Scotland, also became king (James) of England. In her life Mary had three husbands and many adventures. She is often thought of as a brave and beautiful woman and many stories and books have been written about her.

Situation 1. You are looking for a house to buy. You find a beautiful one which is really quite cheap. Then you learn that it is supposed to be haunted of many Queen What would you do?

2. Preparatory work. Semantization of the proper name Sir William Wallace.

Sir William Wallace was a Scottish knight. He became one of the main leaders during the Wars of Scottish Independence. Wallace defeated an English army at the Battle of Stirlings Bridge in XIII th century. He was appointed Guardian of Scotland and served until his defeat. In 1305, Wallace was captured near Glasgow, and handed over to King Edward I of England, who had him hanged for high treason and crimes against English civilians. Since his death, Wallace has obtained an iconic status far beyond his homeland. He is the subject of literary works by Sir Walter Scott and of the Academy Award- winning film Braveheart (1995). It is an epic war film was directed by Mel Gibson. William Wallace is portrayed by Mel Gibson. William Wallace is a 13th-century Scottish warrior who led the Scots in the First War of Scottish Independence against King Edward I.

Situation 2. You are having a dinner party at your house. A husband and wife you have invited suddenly begin to have a violent argument about Sir William Wallace. The facts is that they are both historians. The husband says in support of Sir William Wallace (1272 – 1305) a Scottish national leader. The wife considers Sir William Wallace a highway man, that is why he was hanged in London.

What would you say?

In addition, methodological recommendations were developed for the development and implementation of the case-study method in the educational process, a pattern was created for the work.

Work with different types of cases is closely intertwined with a certain type of analysis of this case. Here are some of them.

Problem analysis is characterized by the presence of a problem and contradiction in the description of the situation and involves a comprehension of the problem and the search for the most effective solutions.

In the case of a problem situation, the following sequence of actions can be singled out: definition of the problem; determination the patterns of the problem; designation the solvability of the problem; delimation the vectors for resolving the problem situation and the sequence of actions.

The recommendation analysis is aimed at understanding the situation and drawing up recommendations for the participants of the process, who have determined the options for action in a particular situation.

The causal analysis requires a connection between the phenomena. This kind of analysis involves finding the cause that generates a certain chain of events, based on the available data about the result (effect).

Steps to find solutions through causal analysis: definition of the object and the subject; analysis of the presented result (effect); search for possible causes; designation of the cause-effect relationship; reconstruction of the possible scenario; analysis of the process.

Situational analysis is the leading in the sphere of the case-study method. It is based on a combination of methods and techniques necessary to understand the situation and its structural elements. The situation in this case is considered a chain of events creating a contradiction. The presence of the situation does not mean that you have a case in front of you. Successfully selected situation corresponds to the interests and needs of not only society, but also students, their age and individual characteristics. The plot of the situation should be close to the students and simple to understand, at the same time it should contain intrigue or an unusual course of events, thus prompting students' interest and motivation towards the topic under study.
The difficulties of the developer in writing the text of the case are mainly related to combining informational and didactic goals. The situation cases are suitable for creating a more realistic situation, including the events that have occurred or the planned events, the storyline and the actors. The purpose of the case affects the volume of its contents. The medium volume case is designed for material testing during paired lessons. A three-dimensional case involves conducting a series of classes on a specific topic. The study of culturally-marked vocabulary is not a primary goal of learning English, it is recommended to create mini-cases for one academic hour.

3. SUMMARY

According to the atlas of new professions, knowledge of a foreign language and the ability to apply its communicative (sociocultural) competencies opens new opportunities for the future specialist and access to promising new-generation professions.

A questionnaire was taken on future bachelors of pedagogical direction in 2015–2017. The article presents situations related to the history of Scotland. The selection of the material was made, taking into account the communicative value, informative value (the degree of information importance), the cultural richness of the text. Work with these types of cases is closely intertwined with problem, situational, recommendation, casual analyses.

4. CONCLUSIONS

Creating a case is a creative process that requires the teacher to spend a lot of time and energy. This pedagogical tool should be characterized by the availability of information, story and methodological components.

The nature of the development of the situation presupposes the degree of novelty, the possibility of control and action.

Writing a case is a complex process, consisting of a number of aspects, so the compiler is recommended first of all to familiarize with each of them.

Stages of case development: formulation of the objectives of the case; planning; construction of the model of a problem situation in accordance with the

Learning a foreign language is multifaceted, and requires the teacher to study each aspect carefully. The most attractive, but often left without due attention is the socio-cultural component of the formation of a foreign communicative competence that reveals the national and cultural characteristics of the speakers of the studied language, which contributes to understanding not only the representatives of this ethnos, but also people of other nationalities and cultural backgrounds through the formation of intercultural competences.

Forming a positive attitude and internal motivation of future bachelors of pedagogical education to study the sociocultural aspect of the language, the teacher creates the conditions for the formation and development of a student of new generation. The case-study method is one of the methods-activators of the effective process of students immersion in a foreign environment in the conditions of the educational space. The authors of the article consider the usage of case-study method as a way of forming socio-cultural competences.

To prove the popularity of the case-study method, a subject of the module under study: definition of a genre orientation; search for the necessary materials for filling the case with content; systematization of all materials and writing the contents of the case, preparation of preparatory exercises and exercises; conducting a mental experiment and forecasting the results of work; implementation of the case.

Despite the fact that the case method is an artificial embodiment of a real life situation, which in its turn is spontaneous, the lesson should be held under the constant supervision of the teacher directing the students in the right direction. The composition of the case-method should be integrated with other methods that serve as tools for solving the tasks assigned to the students. Thus, the case method is aimed at achieving the teacher's goals, and the integrated methods of modeling, description, classification, system analysis, discussion, brainstorming, thought experiment, semantization and other gaming methods are aimed at achieving the goals of future bachelors.

Algorithm for the work on the case:
1) familiarity with the content;
2) preliminary discussion;
3) formation of the group;
4) choice of topic.

Stage of organization of work on the case:
1) study of educational material in the classroom, in after-hour time;
2) analysis of the situation problem;
3) plan development and discussion;
5) decision making;
7) registration of results.

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