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CECHY ZASTOSOWANIA TECHNOLOGII CASE W KONTEKŚCIE EDUKACJI DOROSŁYCH

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Adnotacja. W artykule zbadano i przeanalizowano zastosowanie innowacyjnych technologii w edukacji dorosłych w nowoczesnych warunkach rozwoju społecznego Ukrainy. Określono znaczenie i teoretyczną istotę pojęcia „edukacji dorosłych”, jej główne składniki i ich cechy. Podkreślono znaczenie zastosowania podstawowych innowacyjnych technologii w edukacji dorosłych. Analiza praktyki działań edukacyjnych wykazała, że to innowacyjne formy nauczania stymulują do zdobywania nowej wiedzy i ujawniają i rozwijają potencjał intelektualny osoby dorosłej. Jednym z dość skutecznych narzędzi do stosowania skutecznych innowacyjnych technologii w edukacji dorosłych jest zastosowanie „metody Case”. Dominantą tej metody jest jednak analiza, czyli analiza problemowo-sytuacyjna, odgrywanie, omawianie danej sytuacji.

Słowa kluczowe: edukacja dorosłych, innowacyjne technologie nauczania, technologia Case, proces uczenia się, metoda Case.

PECULIARITIES OF CASE TECHNOLOGIES USING IN THE CONTEXT OF ADULT EDUCATION

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Abstract. The article analyses the application of innovation technologies in adult education of the modern terms of community development in Ukraine. Also, the author determines value and theoretical essence of adult education concept and its basic components and the main features. There has been shown the importance of application of basic innovative technologies in adult education concept. The analysis of education practice showed that exactly the innovative forms of studies stimulate to the receipt of new knowledge and will expose and develop intellectual potential of adult person. One of the effectiveness instruments of innovation application technologies in the studies of adults is the case method. However, the main dominant of this method is the analysis, the problem-situational analysis, performing, and the discussion of corresponding situation.

Key words: adult education, innovation technologies of studying, case study technology, educational process, case method.

ОСОБЛИВОСТІ ЗАСТОСУВАННЯ КЕЙС-ТЕХНОЛОГІЙ У КОНТЕКСТІ ОСВІТИ ДОРΟΣЛИХ

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Анотація. У статті досліджено та проаналізовано застосування інноваційних технологій в освіті дорослих в сучасних умовах суспільного розвитку України. Визначено значення та теоретичну сутність поняття «освіти дорослих», основні її компоненти та їх особливості. Окреслено важливість застосування основних інноваційних технологій в освіті дорослих. Аналіз практики освітньої діяльності показав, що саме інноваційні форми навчання стимулюють до отримання нових знань і розкриватимуть та розвиватимуть інтелектуальний потенціал дорослої особистості. Одним із досить ефективних інструментів застосування ефективних інноваційних технологій у нав-

чанні дорослих є використання «Кейс-методу». Однак домінантою цього методу є аналіз, тобто проблемно-ситуаційний аналіз, розігрування, дискусія відповідної ситуації.

Ключові слова: освіта дорослих, інноваційні технології навчання, кейс-технології, навчальний процес, кейс-метод.

Introduction. At the present stage of social development, adult education is becoming more and more important in modern society. Its leading trends are lifelong learning, raising the weight of the recognized component of modern social and economic development, diversification of content, forms and methods, transformation of established structures and providers of adult education. At the same time, the appointment of adult education in a narrow context is to provide qualification of the appropriate level. Moreover, it is widely intended to ensure access to education, openness of education in both horizontal and vertical levels, quality of education, which guarantees competitiveness and mobility of adults.

Lifelong education provides the basis for the comprehensive development of the individual, as well as the progressive element of its creative and professional potential. At the same time, lifelong education is an integral component of the life activity of the individual, and also a condition for the constant development of individual experience. The concept of lifelong education is an important social and pedagogical principle that reflects the current trend of education system formation. This system is aimed at the development of the individual and contains the condition of social progress. That is why it is about modern and innovative view on education and approach to understanding its importance in modern life of adult personality.

Analysis of relevant research and publications. Theoretical and methodological principles of the work were monographs and articles by Ukrainian and foreign scientists. Different aspects of innovation technologies were studied by Ukrainian and foreign researches Andryeyeva, 2006; Bikova, 2010; Desyatov, 2014; Donchenko, 2009; Zyazyun, 1997; Osadchenko, 2011; P'yatakova, 2003; Pidlasij, 2004; Podobed, 2003; Selman & Dampier, 1998; Todoriv, 2003. The main attention of scientists is paid to the essence and meaning of the concept of innovative technologies in adult education in modern conditions of social development. The researchers distinguish important features and characteristics of modern functioning and development of adult education in Ukraine, and also pay attention to substantiation of importance and peculiarities of application of «case-technologies» as an innovative instrument in the system of adult education.

The purpose of the article is to study and analyze application of case method as the effective innovative technology in adult education in modern conditions of social development of Ukraine.

Main part. At the present conditions of social and economic development, the sphere of educational services provides adult people with the opportunity to obtain the knowledge, skills, skills and qualities necessary for their professional development, personal development, improvement of conditions of their own life during the whole life cycle. Moreover, the concept of lifelong learning, implemented in practice, enables adults to obtain different competencies necessary at each level, while information and theoretical knowledge become strategic resources of the state and together with the level of education development in many cases determine its national security.

The results of the analysis of scientific publications show that, adult education is one of the most important theoretical and practical issues, the review of publications indicates a variety of direction and magnitude of research searches. At the same time, the issue of development and functioning of the adult learning process in modern conditions is considered in the context of the current system of general educational concept in the world, which is outlined as lifelong learning.

However, adult person is assisted by andragogy. The andragogy is the science that deals with the problems of theory and practice of adult education. Increasing attention to adult education is one of the indicators of the humanization of the educational policy of a country. Adult education should be considered as one of the powerful channels of democratization of the societies, and through the awareness of the population of their rights and duties, the formation of legal culture and civil self-consciousness (Podobed, 2003).

Innovation activity is specific and complex, requires special knowledge, skills, abilities. Innovation is impossible without a teacher-researcher, who has a systemic mindset, developed creativity, formed and conscious readiness for innovation. Innovative teachers of this type are called teachers of innovative direction, they have clear motivation of innovation activity and crystallized innovative position, ability not only to be included in innovation processes, but also to be their initiator.

Besides, the idea of introducing innovative technologies in adult education provides achievement of the goal of high-quality education, i.e. education competitive, capable to provide every person with conditions for self-achievement of one or another goal, creative self-affirmation in different social spheres.

The idea of innovation in adult education has become the subject of intensive theoretical and practical researches. Its current stage is characterized by both an intellectual orientation: development and conduction of innovative lessons of different types by teachers, and theoretical: creation and improvement of innovative and integrated courses, in a number of cases combining numerous subjects, study of which is provided by educational plans.

Innovative technologies allow, on the one hand, to show the adult students the «world as a whole», overcoming the disciplinary difference of scientific knowledge, and on the other hand – to use the time for full realization of specialized differentiation in studies. Thus, innovative activity of the teacher can include: development of new methods, means, methods of teaching and education, introduction of author programs, courses, approbation of new textbooks etc.

The results of the analysis of scientific publications show that at the present conditions teachers of modern educational system are facing the task of introducing such innovative forms and methods of teaching, which would aim to activate the creative potential of adult personality and stimulate its dissemination.

Moreover, different innovative forms of education stimulate learning and will reveal and develop the intellectual potential of adult individuals. One of the effective instruments of application of effective innovative technologies in adult education is case technology. In particular, such technology as case method, which at the beginning of the 20th century for the first time was introduced in the educational process at Harvard University (1910), gradually spread in the educational institutions of other European countries and the USA, and since 1992 in Ukraine.

It should be noted that, the dominant of this method is the analysis, problem-situation analysis, distribution, discussion of the relevant situation. For example, team work with case, which maximizes learning to practice, transforms case-studies into a special way of using teaching material, interactive methods, and turns it into the innovative and effective tool of learning process (Osadchenko, 2011).

The studies have shown that the term «case study» or «case specific» (from the English “case” – case, situation) should be considered as a method of rather active problem and situational analysis, which is based on learning by solving specific tasks and relevant situations as case solving.

At the same time, the main purpose of the application of the «case-study» method is joint efforts of the group of adult pupils to analyze the defined situation in a rather detailed and systematic way, namely «case», which occurs in a specific situation. And also, to develop appropriate practical solutions, to finish the process, to estimate the proposed algorithms and to make the appropriate choice of the best and effective solution in the context of the problem.

The theoretical analysis of resources allowed us to determine the peculiarities of case method:

- Orientation to receive many truths and orientation in their problematic field.
- The emphasis of the training process is not on mastering of ready knowledge, but on their production, as well as on co-creation of adult personality of the student and teacher.
- The result of application of the method is the process of obtaining knowledge and skills of professional activity.

In addition, the main technology of the method is that according to certain rules the model of a specific situation, which occurred in real life, is developed and the complex of knowledge and practical skills that an adult student should receive is revealed. At the same time, the advantage of the method is to obtain knowledge and to develop practical skills, and also to develop a system of values of adult students, professional positions, life-saving settings and a kind of professional vision.

Moreover, the studies of pedagogical literature showed that cases can be classified according to complexity:

1. Illustrative educational cases. The main goal is to teach the algorithm of making effective decisions in the appropriate situation.

2. Case studies with problem formulation. These cases describe the situation in accordance with a specific time period, and identify and clearly define problems. The main goal is to analyze the situation and make a decision on the problem.

3. Study cases without problem formulation. Such cases are more complex than the previous version, the corresponding situation in which the problem is not clearly identified and can be presented in statistical indicators, public opinion assessments, etc. The main goal is to identify the problem on adults own, as well as to identify alternative ways of solving it with an analysis of available resources.

4. Applied exercises with characteristics of specific situations and is proposed to find effective ways of solving the relevant situation. The main goal is to find ways to solve specific situation problems.

There are the following features of the case method:

- existence of the model of social and economic system, the state of which is considered at some discrete moment of time;
- team and system solutions development;
- possible alternative to dealing with situational issues. The fundamental absence of a single solution. There is a range of optimal relations;
- there is a single goal in the development of effective solutions;
- existence of the effective system of group process of activity assessment.

Thus, the case method becomes the closest to the game methods, namely business, role and simulation games. In particular, there are differences between case method and games:

1. The game is not limited to the overall system model. It requires the following elements: behavior strategies, role systems, incentives.

2. The game is a dynamic phenomenon, and the case method can be carried out in relation to statistical situations, deprived of the expressed temporary dynamics.

At the same time the case method is based on didactic principles:

- individual approach to every adult student, taking into account his needs and style of study. And this requires a proper process of gathering information about adult students;
- maximum freedom in the course of training;
- providing adult students with sufficient number of correspondence materials related to tasks. This can be articles in the press, video clips in the Internet space, as well as products of enterprises and organizations whose activity is analyzed;

- concentrate only on basic provisions;
- possibility of active cooperation between the teacher and adult student, who can apply to a teacher at any time.
- formation of self-management skills in adult pupils, as well as ability to work with information.
- development of the strong characteristics of adult students.

In addition, the main functional capabilities of the case method should be identified, namely (Table 1): training, educational, analytical, researching, systematization and forecasting.

Table 1

Main functional possibilities of case method application in the context of adult education

Dominant function of the case	Type of the case	Characteristics of the case function in the context of adult education
Training	Training	Training of those who study in order to form and consolidate skills of activity in changing situations.
Education	Educational	Knowledge of relatively dynamic stochastic objects.
Analysis	Analytical	Development of skills of analytical activity.
Researching	Research	Obtaining a fundamentally new knowledge of relatively stochastic developing objects.
Systematization	Systematization	Systematization of situational knowledge.
Forecasting	Prognostic	Getting information about the future of the stochastic system.

The analysis of the pedagogical literature on active methods of teaching allowed to make the following conclusions concerning the existing case of methods:

1. Case study method: This case method differs by a large volume of material, as in addition to the description of the situation the whole volume of information material, which students can use. The main emphasis in case work is on analysis and synthesis of the problem in decision making.

2. Case problem method. The case description clearly identifies the problem. Thus, there is more time for development of variants of the decision and their detailed discussion.

3. Case incident method. The process of receiving information is the focus of this case. This type of work requires a lot of time, and can be considered particularly close to practice, because in practice it is information that is a significant part of the entire decision making process.

4. Case problem method. The characteristic feature of this case method is the provision of ready solutions and their substantiation. The students' task is to familiarize with the structure of the decision making process in practice, to critically assess the decisions made and to develop alternative decisions.

The expected results of case method implementation in educational and scientific activities can be varied. First of all, case method is an interdisciplinary category, which consists of the precise definition of the phenomenon and should be studied. Such category is understood as the highest degree of generalization approach, which can be used in study, design, research and problem solving. The results of the implementation of this approach relate to several aspects of activity: research, didactic, communication, diagnostic and applied.

Depending on the tasks performed by cases, they can be divided into: mini scenarios; cross cases; generalizing cases; interdisciplinary cases.

Each of the situation issues that are considered in the case must comply with the following conditions:

1. Realistic, but not burdened with details.
2. Related to the material being studied.
3. Propose to consider working situations with which adult pupils may face in specific potential professional conditions.
4. Offer a wide range of investigated problem situations.
5. Improve the skills of adult personality in solving the identified problem situations.
6. Improve the practical and professional skills of adult personalities.
7. Seek appropriate solutions to specific problems.
8. Teach a possible reaction of adult personality to various professional and practical situations.
9. Need to use specific tools and understand in the course of training.

The researches have shown that the case, which corresponds to a certain characteristics: it is able to form a well-formed history, to deal with an important problem, to describe the problem situation with the decision-making, to contain concrete comparisons, to provide an opportunity for generalization of conclusions, to have a central problem situation, to allow to assess the effectiveness of already made decisions, to be optimal by size, contain the optimum amount of information, have a wide range of problem solving, ensure the audience's interest in solving the relevant problem situation, stimulate to work in groups, teach team work, form leadership qualities of adult personality.

Conclusions. In modern society, under the influence of dynamic globalization processes in the world, adult learning has a transnational character. Economic globalization, education, science, culture, information technologies development, dynamic changes in the labor market and its new requirements for specialists, the issue of education development during life becomes especially important, and its solution requires fundamental changes in the system of professional education for adults at all levels.

Lifelong learning is the basis for the comprehensive development of the individual, as well as the progressive component of the growth of its creative and professional potential. At the same time, lifelong learning is the integral part of the life activity of the individual and the condition of constant development of individual experience.

The category of lifelong learning is highlighted as an important social and pedagogical principle, which reflects the modern tendency of formation of education as an integral system. This system is aimed at the development of the individual and contains the conditions of social development. So, it is about modern and innovative view on education and an approach to understanding its importance in the life of the individual.

The idea of introducing innovative technologies in adult education provides achievement of the goal of high-quality education, and also education competitive, capable to provide every person with conditions for self-achievement of one or another goal, creative self-affirmation in different social spheres. Thus, case studies will develop the ability of adult individuals to effectively analyze, ensure the adoption of rational management decisions from the positions of expediency, argumentation, substantiation, adaptability, situational awareness, etc. At the same time, the using of case method allows to reduce the number of errors, which often arise during the decision making of the appropriate managerial decisions and the decision of professional problems.

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