



CENTRAL ASIAN JOURNAL OF THEORETICAL AND APPLIED SCIENCES

Volume: 04 Issue: 08 | Aug 2023 ISSN: 2660-5317
<https://cajotas.centralasianstudies.org>

Case Method in Teaching and Assessing

Khakimova Dilshoda Oybek qizi

Faculty of English philology and teaching, Uzbekistan State World Languages University, Tashkent,
Uzbekistan,
dilshodaa.khakimova@mail.ru

Received 25th Jun 2023, Accepted 25th Jul 2023, Online 26th Aug 2023

Annotation: *This article examines case method in both teaching and assessment learners' knowledge. The origin, useful sides, advantages of applying case study method in the classroom are given and some disadvantages of using this method in evaluating students' level are discussed, additionally, scientists' opinions and feedback about this type of method are presented.*

Keywords: *case method, classroom, teaching, education, evaluation, skills.*

I. INTRODUCTION

The case method is a teaching method that uses decision-making situations to put students in the role of people who have faced difficult situations in the past [1]. In contrast to many other teaching methods, the case method requires teachers not to express their opinions about the decisions under consideration. In contrast, the primary task of teachers using the case method is to ask students to develop, describe, and defend solutions to the problems presented in each case [2]. The term case method has been applied to a number of teaching methods, so some clarification is useful. In general, the method is a specialized type of discussion, and each class is based on a case study that describes a situation in which a key decision is required. Students try to make this decision while preparing for the lesson, and then, under the guidance of the teacher, work with other students in the class to develop a decision that seems superior, taking all the points into account. If structured this way, the classroom is designed to engage students in interactive discussion. They should not only analyze the situation individually, but also observe and evaluate the contributions of other students. They may be asked to consider changing their perspective based on the analysis and insights provided by others. More able students can be challenged by giving them situations in which they have to understand the decision and the alternatives. It creates a deep and holistic understanding of the application of knowledge. The case method recognizes that knowledge is understood and applied in context. In a case-based course, this involves selecting and sequencing cases. The pedagogue organizes situations in such a way that the progression of thought on the subject develops, issues in the field of study are clarified, and the experience of using disciplinary tools is given. Although each case provides a focused experience that involves reflection on a particular situation, each is linked to other cases in the course, so together they help develop a holistic understanding of the subject. Lectures or additional reading may also be included at appropriate points in the course to provide theoretical treatment, factual material or procedural skills.

II. METHODS

The case study method is a teaching method that involves in-depth analysis of real-life situations or problems. It is commonly used in various fields such as business, psychology, medicine and education. The case study method usually involves the collection and analysis of data from multiple sources such as interviews, observations, and documents. The goal is to gain an in-depth understanding of a situation or problem and identify possible solutions or recommendations. The case study method is often used in conjunction with other teaching approaches such as lectures and group discussions. It is an effective way to develop critical thinking, problem solving and analytical skills. Constructing cases is an important part of academic and professional writing. Case studies are used to analyze complex situations and provide insight into potential solutions or approaches. The process of constructing a case study involves several steps that must be followed to ensure that the information is presented clearly and accurately.

Creating decision-oriented work is a time-consuming and expensive task for teachers, and sometimes their work involves writers to help them. The process requires finding a realistic situation involving a relevant decision and then gathering quantitative and qualitative data about it. Keeping in mind how the research can be used in teaching, the author of the paper transforms the information into a conceptual framework and creates a draft version that can be checked for accuracy by real-life participants and by colleagues and critics for completeness and clarity. Usually the work is checked in class. It can then be revised until it creates learning points for the teacher to think about. The result is that the work reflects the needs and desires of the pedagogue, who organizes and directs the material in a way that suits his educational goals. This means that instructors who build courses using cases written by others should be careful in their selection. Each case should be chosen in such a way that it meets the objectives of the course and that the students can solve, but not every case chosen will meet these requirements. This can lead the teacher to overlap selected cases by highlighting certain parts of each case and giving little thought to or ignoring other parts. The advantage of using case texts is that the text editors have selected cases that "fit" together, meet the standard learning objectives of the course, and have common knowledge requirements for analysis with them.

III. RESULTS

The first step in constructing a case study is to choose a relevant and interesting topic. The topic should be relevant to the field of education and of interest to the audience. This ensures that the case study is interesting and informative. After the topic is chosen, the next step is to conduct in-depth research. This involves gathering information from a variety of sources, including interviews, surveys, and other data. The data collected must be reliable and relevant to the topic being studied. After gathering the necessary information, it is important to identify the main issues that need to be addressed in the case study. This involves analyzing data and identifying key issues or problems that need to be addressed. It is important to develop a clear structure for case studies to ensure that information is presented clearly and logically. It includes introduction, background, analysis and conclusion. The structure should be organized in a way that is easy to follow and understand. Using real-life examples is an effective way to illustrate points and make a case study more interesting. Including anecdotes and stories helps bring the information to life and make it more relevant to the audience. Analyzing and interpreting data is an important part of constructing case studies. It involves using critical thinking skills to analyze data and draw conclusions based on findings. It is important to approach the analysis objectively and avoid making assumptions or jumping to conclusions. Making recommendations based on analysis is an important part of building case studies. These recommendations should be practical and based on the results of the analysis. They should present potential solutions or approaches to solving the problems identified in the case studies. Finally, it is important to carefully edit and proofread the situation. This ensures that it is well-written, error-free and

communicates ideas effectively. It is necessary to review the topic several times, to ensure that it is clear, concise and interesting.

The literature presents a very diverse picture of the use of terminology in defining case studies: case study, case study, example, and various other terms are sometimes used in research studies in the same, and sometimes in different, meanings. As it is pointed out, there is no clear definition of work style [3]; There are as many working methods as there are users. An extensive literature devoted to reflections on different types of work, their application areas, and practical experiences confirms the popularity of case studies and case studies in various fields of study. A more detailed list of pedagogical goals is provided by Dooley and Skinner, who list the following areas of professional development as possible pedagogical goals for the use of the case method: "acquiring knowledge, develop concepts, understand techniques; acquire skills to analyze complex and unstructured problems, synthesize action and implementation plans, improve listening skills, develop communication skills - concise, effective, persuasive, develop certain qualities of mind, thinking and developing wisdom [3].

IV. DISCUSSION

The use of case studies in evaluation has several advantages. First, it allows students to apply theoretical knowledge in practical situations, which helps to strengthen their understanding of the subject. Second, it encourages students to think critically and develop the problem-solving skills needed in many careers. Third, it provides a more engaging and interactive learning experience than traditional assessment methods such as exams or essays. The case method can be used in a variety of settings, including classrooms, professional training programs, and job interviews. Case studies can be used to supplement lectures and readings in classrooms, giving students a more hands-on learning experience. Vocational training programs can use case studies to simulate realistic scenarios and prepare participants for challenges they may face in their work. Case studies can be used in job interviews to assess candidates' problem-solving skills and ability to think on their feet. In order to effectively use the case method in assessment, it is important to choose relevant and interesting cases related to the topic being studied. The work should be challenging enough to require critical thinking and problem-solving skills, but not so challenging that it overwhelms students. It is also important to provide clear instructions and guidelines for analyzing the situation and making recommendations. One potential disadvantage of the case method is that it can take a long time to develop and evaluate cases. This requires careful research and preparation to ensure that the work is relevant, realistic and challenging. It also requires careful evaluation of student responses, understanding of key issues, and appropriate recommendations. Despite these challenges, the case method remains a popular and effective approach to evaluation. It provides students with a more engaging and interactive learning experience than traditional assessment methods and helps develop critical thinking and problem-solving skills that are important in many careers. As such, it is likely to remain an important tool for teachers and coaches for years to come.

V. CONCLUSION

All this shows that working with examples (cases, examples) can be fully included in problem-based learning. Students acquire new knowledge by solving real problems and thinking about them. In the learning process, individual interpretations of the world are created, the "goodness" of which is determined by their flexibility. The process of individual construction often occurs in social processes, where the explanation and discussion of ideas is crucial, because students bring their own ideas about the world to the classroom, and they should be given every opportunity to express them [4]. Student assessment also emphasizes the importance and usefulness of self and peer assessment, which fosters a culture of critical thinking and discussion. Since the learning material is mainly organized around the problem, it emphasizes and ensures the development of cognitive abilities, problem-solving skills and

knowledge in equal measure. With this form of problem-based learning, twenty-first century employ ability skills that can be developed in a very effective and enjoyable way, as this method is useful for developing cognitive, social and personal skills and can form a bridge to connect theory. With practice.

REFERENCE:

1. <https://en.wikipedia.org/>
2. "Bruce I. Gudmundsson, Decision-Forcing Cases" (PDF). *Archived* (PDF) from the original on 2021-07-13. Retrieved 2020-12-13.
3. Dooley, A. R., Skinner, W. 1977. Casing case method methods. *Academy of Management Review*. 2/2. p. 277–289.
4. Epstein, R.J. 2005. Learning from the problems of problem-based learning. *BMC Medical Education* 4. p. 1-7.