



ӘЛ-ФАРАБИ атындағы
ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ
имени АЛЬ-ФАРАБИ

**«БІЛІМ ВЕРУ БАҒДАРЛАМАЛАРЫН
ЖАҢҒЫРТУ: АККРЕДИТАЦИЯ ЖӘНЕ
КАДРЛАР ДАЙЫНДАУ САПАСЫНЫҢ КЕПІЛІ»
46-ғылыми-әдістемелік конференция
МАТЕРИАЛДАРЫ**

14-15 қаңтар 2016 жыл

2-кітап

**МАТЕРИАЛЫ
46-й научно-методической конференции
«МОДЕРНИЗАЦИЯ ОБРАЗОВАТЕЛЬНЫХ
ПРОГРАММ: АККРЕДИТАЦИЯ И ГАРАНТИЯ
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Книга 2

Алматы 2016

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«Қазақ университеті»
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THE USE OF CASE-STUDY AS A METHOD OF INNOVATIVE TEACHING IN TOURISM

The given article deals with the innovative teaching methods such as case-study method in teaching tourism courses. It is emphasized that the development of students' ability of logical thinking and the ability to apply obtained knowledge in independent decision-making is one of the main goals of education in Kazakhstan.

Key words: Innovative teaching methods, case-study method, managerial skills.

In today's competitive arena, the universities must use all possible means to give better education so that the competence of graduates meets the demand of modern tourism business.

The education in Kazakhstan is "too theoretical", and not based on the practical application of the knowledge. Therefore, it is necessary to overcome this existing problem by introducing new methods of teaching.

The development of students' ability of logical thinking and the ability to apply knowledge in independent decision-making is one of the main goals of education in Kazakhstan.

The curricula of universities suffer due to the lack of applied courses and prevalence of classroom activities, less individual work of students. Practical skills should be developed by active training methods. The transition to such organization of education requires a psychological adjustment of both teachers and students. Kazakhstani students, unlike the foreign ones, are afraid to make a mistake, and require detailed comments to the assignment.

Therefore, professors should encourage greater autonomy of students; offer students an independent analysis of the problem and independent development of options for resolving the problem, and not the work of "a pattern" to obtain certain "correct" answer. The aspiration of Kazakhstani students to get a high score became a final goal, so while studying the course they are afraid to make a mistake and, thus, reduce the likelihood of obtaining a high final score.

Many students are more inductive than deductive reasoners, which means that they learn better from examples than from logical development starting with basic principles. The use of case studies can therefore be a very effective classroom method.

Case studies are have long been used in business schools, law schools, medical schools and the social sciences, but they can be used in any discipline when instructors want students to explore how what they have learned applies to real world situations. Cases come in many formats, from a simple "What would you do in this situation?" question to a detailed description of a situation with accompanying data to analyze. Whether to use a simple scenario-type case or a complex detailed one depends on your course objectives.

Most case assignments require students to answer an open-ended question or develop a solution to an open-ended problem with multiple potential solutions. Requirements can range from a one-paragraph answer to a fully developed group action plan, proposal or decision.

Through the use of case studies students are exposed to real problems in a variety of scenarios. They will develop their analytical skills, their flexibility of thinking, and their ability to apply theoretical knowledge to practical situations.

Case method is a powerful student-centered teaching strategy that can impart students with critical thinking, communication, and interpersonal skills.

Having students work through complex, ambiguous, real world problems engages students with the course material, encouraging them to "see it from an action perspective, rather than analyze it from a distance" [1]. Case studies are, by their nature, multidisciplinary, and "allow the application of theoretical concepts...bridging the gap between theory and practice" [2]. Working on cases requires students to research and evaluate multiple sources of data, fostering information literacy.

Working on case studies requires good organizational and time management skills. Case method increases student proficiency with written and oral communication, as well as collaboration and teamwork. "Case studies force students into real-life situations," training them in managerial skills such as "holding a meeting, negotiating a contract, giving a presentation, etc" [3].

Before choosing a case, it's important to set your goals for the lesson. Have a clear set of objectives and "be sure you know what you want to accomplish in the case, what facts, principles, and viewpoints the students should cover" [4].

Good case studies focus on one issue or problem, and have a clear problem statement. Choose case studies that match your course objectives, allowing students to apply what they learn in the course to the scenario.

“Know all the issues involved in the case, prepare questions and prompts in advance, and anticipate where students might run into problems” (Carnegie Mellon). Within the case “where is the debate? You need to frame the fighting issues, because that’s where the action is” [5].

In his analysis of case discussion, C. Roland Christensen (Stanford University) argues that student involvement develops on at least three distinct levels:

“At the first level, students explore a problem by sorting out relevant facts, developing logical conclusions, and presenting them to fellow students and the instructor. The students discuss someone else’s problem; their role is that of the commentator-observer in a traditional academic sense. On the second level, students can be assigned roles in the case, and take on perspectives that require them to argue for specific actions from a character’s point of view, given their interests and knowledge. Finally, on the third level, students will take the initiative to become fully involved, so that topics are no longer treated as abstract ideas, but become central to the student’s sense of self -of what they would choose to do in a specific real world situation.”

In the words of Alfred North Whitehead, the case method rejects the doctrine that students first learn passively, and then apply the knowledge.

A major advantage of teaching with case studies is that the students are actively engaged in figuring out the principles by abstracting from the examples. Advantages of case study method:

1. Develops cooperation and interpersonal skills among students;
2. Facilitates analytical and communication skills of students;
3. Team work and presentation skills are developed;
4. Develops strong reading skills;
5. Develops logical thinking;
6. Develops strategic planning skills;
7. Facilitates learning regarding analysis of impact of decisions taken etc.

Consequences of student involvement with the case method:

1. Case analysis requires students to practice important managerial skills – diagnosis, making decisions, observing, listening, and persuading – while preparing for a case discussion;
2. Case require students to relate analysis and action, to develop realistic and concrete actions despite the complexity and partial knowledge characterizing the situation being studied;
3. Students must confront the intractability of reality-complete with absence of needed information, an imbalance between needs and available resources, and conflicts among competing objectives;
4. Students develop a general managerial point of view – where responsibility is sensitive to action in a diverse environmental context.

Case assignments can be done individually or in teams so that the students can brainstorm solutions and share the work load.

An innovative approach to case analysis might be to have students role-play the part of the people involved in the case). This not only actively engages students, but forces them to really understand the perspectives of the case characters. Videos or even field trips showing the venue in which the case is situated can help students to visualize the situation that they need to analyze.

Table 1. Teacher and Student Roles in a Regular Case Class

When	Teacher	Student
Before class	<ul style="list-style-type: none"> • Assigns case and often readings; • Prepares for class; • May consult colleagues. 	<ul style="list-style-type: none"> • Receives case and assignment; • Prepares individually; • Discusses case in small group.
During class	<ul style="list-style-type: none"> • Deals with readings; • Leads case discussion. 	<ul style="list-style-type: none"> • Raises questions regarding readings; • Participates in discussion.
After class	<ul style="list-style-type: none"> • Evaluates and records student participation; • Evaluates materials and updates teaching note. 	<ul style="list-style-type: none"> • Compares personal analysis with others’ analysis; • Reviews class discussion for major concepts learned.

Source: Michiel R. Leeenders, Louise A. Mauffette-Launders and James Erskine, *Writing Cases* (Ivey Publishing 4th edition)

Depending on the course objectives, the teacher may encourage students to follow a systematic approach to their analysis. For example:

1. What is the issue?
2. What is the goal of the analysis?
3. What is the context of the problem?
4. What key facts should be considered?
5. What alternatives are available to the decision-maker?
6. What would you recommend — and why?

Case studies can be especially effective if they are paired with a reading assignment that introduces or explains a concept or analytical method that applies to the case. The amount of emphasis placed on the use of the reading during the case discussion depends on the complexity of the concept or method. If it is straightforward, the focus of the discussion can be placed on the use of the analytical results. If the method is more complex, the instructor may need to walk students through its application and the interpretation of the results.

Decision cases are more interesting than descriptive ones. In order to start the discussion in class, the teacher can start with an easy, noncontroversial question that all the students should be able to answer readily. However, some of the best case discussions start by forcing the students to take a stand. Some instructors will ask a student to do a formal "open" of the case, outlining his or her entire analysis. Others may choose to guide discussion with questions that move students from problem identification to solutions. A skilled teacher steers questions and discussion to keep the class on track and moving at a reasonable pace.

In order to motivate the students to complete the assignment before class as well as to stimulate attentiveness during the class, the teacher should grade the participation - quantity and especially quality - during the discussion of the case. This might be a simple check, check-plus, check-minus or zero. The teacher should involve as many students as possible. In order to engage all the students, the teacher can divide them into groups, give each group several minutes to discuss how to answer a question related to the case, and then ask a randomly selected person in each group to present the group's answer and reasoning. Random selection can be accomplished through rolling of dice, shuffled index cards, each with one student's name, etc.

Case Method vs Lectures – The Case for Active Learning

The advantages of incorporating the case method in a fully lecture-based course are best understood as part of the bigger case for active learning techniques in general. It is useful to highlight some main components of the argument:

1. Active learning methods appeal to students in the affective domain, motivating them to engage with the material even when it is quite challenging
2. Students learn the material more deeply, and work with it at a higher level, when they are active generators rather than passive recipients of knowledge
3. Students retain more of the material they *do* than material they simply read, hear or see

The most important element of an interactive method of teaching is the classroom discussion. When teaching on the basis of cases, the following formats of discussion can be used:

1. *Teacher-student*: Cross-examination.

Discussion between teacher and student. The statement of the student or recommendation will be considered by a number of issues. The logic of statements of student is exposed to careful study, so students need to be very careful.

2. *Teacher-student*: The Devil's Advocate.

This is usually a discussion between a teacher and a student, but sometimes it may involve other students. The teacher takes on the losing role and asks the student (and possibly others) to occupy the position of a lawyer. Students should actively think and reason, have the facts in a certain order, a conceptual or theoretical information, personal experience.

3. *Teacher-student*: Hypothetical format.

Similar to the previous one, but there is one difference: the teacher will pose a hypothetical situation that goes beyond the position of the student or his recommendations. Opponent will be asked

to assess this hypothetical situation. During the discussion, the student must be prepared for changing his/her position.

4. *Student-student*: confrontation and / or cooperation.

The discussion is conducted among students. It may be both cooperation and confrontation. For example, students can challenge the position of students by providing new information. The student will try to reflect the challenge [6].

The function of the teacher in the course of the debate is mainly initiating the discussion and management.

In Western business schools, case studies are given 30-40% of study time. The University of Chicago Booth School of Business, at a fraction of cases accounted for 25% of the time in business school at Columbia University - 30%. Leader in the number of hours devoted to case studies is Harvard Business School. The HBS student studies 700 cases during his/her study [6].

It is concluded that such active teaching methods in teaching tourism courses help to improve the quality of education.

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THE EXPERIENCE OF CHINESE TECHNIQUE OF TRAINING FUTURE JOURNALISTS

Abstract. The relevance of knowledge about the practice of the media in the neighboring Republic of Kazakhstan states everlasting arms. How often a student audience of this area is a mystery, "seven seals," and for this there is good reason. About China and the Chinese tradition of hieroglyphic writing in terms of intercultural communication left curious opinion of classic Russian literature. Modern radical changes in the technology of information retrieval, processing and presentation often leave no room for the expression of national character, mentality. The article focuses on the presentation of a technique of studying the experience of Kazakhstan and China for the preparation of media professionals - more precisely predict convergent journalism Asia.

Key words: method, China, convergent journalism, internet, media, law, limit, OSCE, Central Asia

Резюме. Актуальность знаний о практике подготовки кадров для медиа, в соседних с Республикой Казахстан государствах, непреходяща. Студенческая аудитория представляет эту область тайной «за семью печатями», и для этого имеются все основания. О Китае и традиции китайского иероглифического письма, в плане межкультурной коммуникации, оставили любопытные мнения классики литературы. Современные кардинальные изменения в технологии поиска информации, ее обработке и презентации порой не оставляют места для выражения национального характера, ментальности. Статья нацелена на изложение методики изучения и применения опыта КНР по подготовке работников средств массовой информации, и на прогнозирование развития конвергентной журналистики Центральной Азии.