

Business Case as a Teaching Method

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Abstract: *In our days many teachers looking for various forms of lessons, new constructions of the training sessions, which are different from academic way of teaching. Everyday teacher faces various situations in which he can not only be a performer and in each case he has to make his own decision and has to be the creator of the educational process. Educational activity always involves creativity. Among the various active methods which are used in educational practice we can highlight the business cases, so exactly how they activate the mental activity of students, develop creative abilities of future teachers.*

1. Introduction

Business cases is a teaching tool and the active form of learning, which intensifies the learning activities, modeling the administrative, economic, psychological, pedagogical situation and enables participants to analyze and make the best action in the future. In carrying out such business cases, students are included in the role of manager, banker, accountant, etc., which brings learning to reality by requiring from student interaction, creativity and initiative. Cases allow to maintain a constant high level of interest of students to the course content, activate their own activities, create and reinforce skills.

Business cases is the form and method of teaching, in which the simulated professional activity's subject and social aspects of content. It is intended for testing professional skills. The business case unfolds quasi-professional activities of students on simulating and gaming model which reflects the content, technology and the dynamics of the professional activities of specialists and its holistic fragments.

Business case is a simulation method of executives or specialists decision-making in various work situations carried out on pre-defined rules by a group of people or a person with a computer in the interactive mode if there is conflict or ambiguity of information.

2. Experimental part

Game is an integral part of human life. The famous scientist Johan Huizinga wrote a book in

1938 «Homo ludens» ("Man the player") in which he reflects on the role of games in individual person's life and in the lives of the entire human civilization.

The methodological basis of the study is the dialectical method of cognition. The study used as scientific methods (modeling, analysis, synthesis, deduction, classification, system approach), as well as special methods of cognition (statistical methods).

3. Results and discussion

Simulation games entered our life relatively recently. Business case simulates real life, a real professional activity. It allows participants to perform the situation, check the different modes of behavior, and even to make mistakes, which in reality can not be afforded.

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In the business cases are modeled life situations based on the game plan: the game is opportunity to try the role of a guide, teacher, judge, director, etc. Using cases considerably strengthens communication

(student-teacher), reveals the creative potential of each student. The experience of using the business case has shown that in the process of playing exchange of ideas and information takes place more intensive, also it encourages participants to the creativity.

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Business case is a mean of professional development of creative thinking in the course student acquires the ability to analyze specific situations and solve new problems of professional life.

The business case is the best active method of training. Business cases in contrast to other traditional methods of learning, allow fuller carry on practical activities, identify problems and their causes and develop solutions to problems, to evaluate each of the solutions to the problem, make a decision and determine the mechanism of its implementation. The advantage of gaming is that they allow students:

- to examine a particular problem in a significant reduction in time;
- to master the skills of identifying, analyzing and solving specific problems;
- to work in group method in the preparation and decision-making, orientation in unusual situations;
- participants focus on the main aspects of the problem;
- to establish cause-and-effect relationships;
- to promote mutual understanding between participants in the game [10].

The method of gaming for several decades is actively used around the world to study serious and elder people. This method has significant advantages over many other learning methods. Participation in business cases can give not only knowledge, but also an invaluable experience, which in the conditions of existence of a measured need to acquire over the years. In addition, with the help of business cases possible to be taught and learned not only how and why we have to work, it is possible to train such important qualities for the success as communication, leadership, ability to navigate in a complex fast-changing situation. You can play stressful and critical situations, also can be used not only to individuals but also to the team. Teaches to be a team [6].

The first role play was designed and conducted in the USSR in 1932 by Birstein M. M. In 1938, the gaming method in the Soviet Union suffered the fate of a number of research areas, they were banned. Their second birth occurred only in 60-ies., after the gaming method was first used in the US (1956, C. Abt, C. Greenblatt, F. Gray, Mr. Graham, Mr. Dupuis, R. Duke, R. Prudhomme and others). Business cases were used as a search tool for management decisions under conditions of uncertainty and comprehensiveness. Currently, they are used in the educational process of schools, universities as educational technology or one of the methods of active learning in conducting socio-psychological training and production solutions for industrial, social and psychological problems. In all cases there is "duality of the business game": it decides not only gaming or professional tasks, but at the same time there is the training and education of the participants.

Initially, business cases are designed to help managers to make the most rational decisions in the workplace. The case simulates the work environment, which is taking place in reality. We pose an actual problem situation. The participants share the role of people related on the present problem. The difference of role objectives and common purpose of the game is that the team helps to create an atmosphere of real relationships between colleagues and the environment in which the present workers decides problem [8].

Form of active learning is the first spark which ignites the flame of curiosity. Teacher refuses authoritarian nature of learning in favor of a democratic and creative exploration. The main act of indisputable advantages: a high degree of self-reliance, initiative, development of social skills, ability to mine maturity of knowledge, development of creative abilities. The feeling of freedom of choice makes learning conscious, productive and more efficient [2].

The efficiency of the business case as a developmental active method is largely due to the position of teacher, it aimed creating a student-centered pedagogical space, democratic learning style, interactive forms of interaction with the children, knowledge of the real possibilities of students. Also it should be noted the need for consistency in the use of active forms, a gradual increase in the degree of student autonomy in learning and cognitive activity reduction of various types of assistance.

For a productive student activity, of course, you must:

1. Mature a number of communication skills.
2. Develop students' thinking ability.
3. Experience of appraisal activity [7].

There are several principles of organization of the business case:

- specific simulation principle of the real conditions of human activity in a variety of service, social and personal relationships is the basis of active learning methods;

- game-simulations principle of contents and professional activities. The implementation of this principle is a necessary condition for learning the game because bears training function;

- joint activities principle. In the business case, this principle requires the implementation by engaging in cognitive activities of several participants. It requires the developer to select the characteristics and roles, defining their powers, interests and means of action. At the same time identified and modeled the most typical kinds of professional interaction between people;

- dialogic communication principle. This principle is a necessary condition for achieving educational objectives. Only dialogue, discussion with the maximum participation of all the game is able to produce a truly creative work. Comprehensive brainstorm teaching material allows learners to achieve an integrated presentation of professionally significant processes and activities;

- duality principle. The principle of duality reflects the development of real personal professional performance in "imaginary" game conditions. The developer sets the students two kinds of targets that reflect the real gaming and contexts in educational activity.

- principle of problematical content of the simulation model and the process of its deployment in gaming activities. [3]

What makes business case its participants?

- The case gives you the freedom of activities.

- The case gives you a break from everyday life, with its utilitarianism, with its monotony, with its rigid determination lifestyle. The case is originality.

- The case gives you access to more a state of mind. Obeying the rules of the game, a person is free from all sorts of class, mercantile and other conventions. The case takes the rigid tension in which man is in his real life, and replaces it with a voluntary and joyful mobilization of spiritual and physical strength.

- The case gives the order. A system of rules in the case is absolute and unquestionable. Unable to break the rules and to be in the case. It is the quality of the procedure, is very valuable now in our unstable, chaotic world.

- Case creates harmony. It generates a commitment to excellence. The case tends to become excellent. Although the case has an element of uncertainty, contradiction in the case tend to settle.

- The case gives you passion. In the case there is no partial benefits. It actively involves the whole person activates his ability.

- The case gives you the opportunity to create and to rally the team. The appeal of the case is so great

and the games people contact with each other so complete and profound that gaming community and show the ability to persist after the end of the playing, outside its framework.

- The case gives an element of uncertainty, which excites, stimulates the mind adjusts to the search for optimal solutions.

- The case gives the concept of honor. It opposes the selfish and narrow group interests. For it is not essential, exactly who will win, but it is important that the victory was won by all the rules, and that the struggle was manifested with the maximum fullness courage, intelligence, integrity and generosity. The case gives the concept of self-restraint and self-sacrifice for the benefit of the team, because only "played" the team will succeed and perfection in the case.

- Case compensates, neutralizing disadvantages reality. It contrasted with the hard world of reality illusory harmonious world - antipode. The case gives romanticism.

- The case gives physical perfection, because of its active forms, it involves training and use in the game of fencing, the ability to navigate and move over rough terrain, and in the armor and weapons to the game.

- The case gives you the opportunity to show and develop their creative skills in the creation of the necessary gaming paraphernalia. These weapons, armor, clothing, and various amulets, charms and so on.

- The case gives the development of the imagination, because it is necessary to create new worlds, myths, situations, rules of the case.

- The case gives a strong interest in good literature, because the role-playing case created by literary simulation. To create the world need to read previously about others.

- The case gives you the opportunity to develop your mind, because it is necessary to build suspense and implement it.

- The case gives the development of wit, since the process and the space of the case necessarily imply the occurrence of comical situations, Hochma and anecdotes.

- The case gives the development of psychological plasticity. The case is not only one match, but also theater, the ability to get used to the image and bring it to the end.

- The case gives you the joy of fellowship with like-minded people.

- The case gives you the ability to navigate in real-life situations by playing them repeatedly, as if for fun in his fictional world. It gives psychological stability. It relieves anxiety level that is so high now parents and passed on to children. Yields proactive approach to life and dedication in carrying out this goal [11].

Business case as a form of activity in conventional situations, aimed at the reconstruction and the assimilation of public and social experience, it allows you to develop socially significant abilities of the individual.

By socially significant abilities (social and communicative) include:

- Cooperation and collaboration ability;
- Psychological compatibility as the ability to adapt to different temperaments and characters;
- Ability to work as part of a small group;
- Ability to use various means of communication, computer;
- Ability of effectively resolving conflicts;
- Ability to establish long-term horizontal and vertical communication;
- Ability to effectively train in their professional field, etc.

By using of business case during the training sessions, you can:

- Overcome traditional approaches in teaching disciplines of social unit;
- Gain social and communication skills;
- Form sense of collective responsibility for the preparation and knowledge of each student;
- Gain certain abilities, skills, qualities that can not be fulfilled by other methods of learning [9];

Business case should be selected for the following educational objectives:

- Gain future specialists as the subject-professional and social experience, including the adoption of individual and collective decisions;
- Development of professional, theoretical and practical thinking;
- Create cognitive motivation as a condition for the emergence of professional motivation. [5]

Business case can be carried out before the training sessions, after reading a thematic cycle, or to carry out the organization of the whole educational process on the basis of the business through the case.

In the first case, the case business is based only on the personal experience of playing and should detect problems in knowledge, filling which will take place in the course of training under this heading, which will cause them additional interest.

In the second case, a business case is based on the knowledge gained in the course of lessons. This knowledge not only in the case are fixed, but also acquire a qualitatively new form of "existence", as will experience in the regulation of cognitive structure, professional activities.

The effectiveness of the business case can be analyzed on the following points:

- Business case as a source of saving training time.
- Business case as a form of control.
- Business case as a condition for the acquisition activity-communication skills [3].

4. Conclusion

Thus, business cases, in spite of the practical significance, are acceptable only as an additional method of training in organic connection with theoretical studies. They generally do not require production of only true solutions. Their value lies in encouraging a large number of ideas and ways of their implementation, in the ambiguity of the decisions made, the nature of which is determined by a specific learning situation.

One of the priority tasks of a modern education system is to create the necessary conditions for the full and personal development of each child, the formation of the active position of each student in the learning process. Therefore, the using active forms of learning, such as business cases is the basis of the student's cognitive competence. Active cognitive abilities are formed and developed in the process of cognitive activity. When a student is not just a listener, but an active participant in the cognitive process, their work produces knowledge. This knowledge is more solid.

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