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TEACHING ELECTIVE COURSES USING THE CASE STUDY METHOD

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In the context of education reform and the introduction of new educational standards, modern educational institutions solve one of the main tasks - to bring the education system to a qualitatively new level that meets the requirements of the time. Therefore, this work substantiates the need to use the case method as a means of implementing a competency-based approach to teaching elective courses. Thereby, we are considering the study-case method using the example of an elective course "Physical-chemical analysis in the development of pharmaceutical drugs". The course was created to develop practical and theoretical skills of the foreign students in instrumental analysis of medicines.

New educational standards focus on implementation competence-based approach, the basis of which is the activity-based nature of training, while the organization of the educational process is aimed at the ability of the trainee to independently make decisions and act in various situations, using existing knowledge.

To achieve such results requires new modern approaches to building educational process. The teacher needs to focus on personal and professional individuality of each student, to use in the learning process differentiated and creative approach, variable forms and methods of preparation. Besides, show activity, initiative and be responsible for the organization of educational process [1].

Thus, for the successful development of various disciplines, including elective courses, it is necessary to solve many problems, for the solution of which it is necessary to prepare a learning algorithm. You can see one example of such an algorithm in (fig. 1).

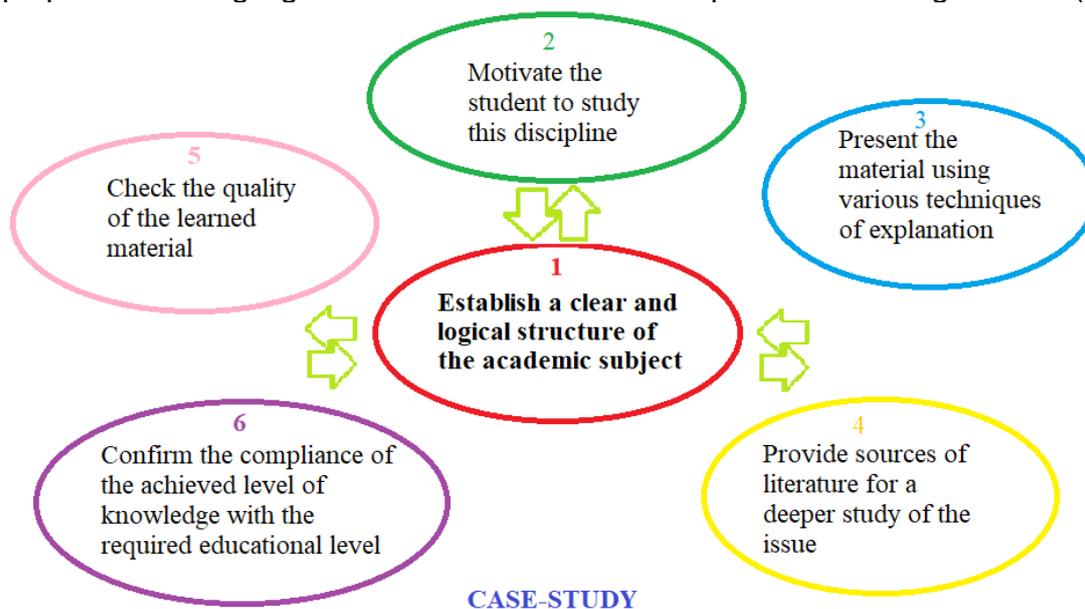


Fig. 1. Algorithm for creating effective education
[authoring]

Today, among modern technologies and methods, a special place in educational and training processes are taught by the case-method.

The case method is defined as a method of active problem-situational analysis, the basis which is learning to solve specific problems - situations [2]. This method is active used in the pedagogical educational process, allows you to focus on independent individual and group activities of students in the study of academic disciplines [3].

In addition, in order to apply this technology in the educational process, it is necessary fulfill a number of conditions: ensure the availability of a set of case studies and develop the methodology of their application in practical seminars.

Development of training cases for practical exercises on "Physical-chemical analysis in the development of pharmaceutical drugs" involves the implementation of the following stages:

- ✓ Select an object for writing a case, collect information, taking into account possible mistakes or incorrect actions of students when analyzing and discussing these issues;

- ✓ To structure and concretize the subject of the information received, to present it in textual form, supplementing it with drawings, graphs, characters, special furnishings, pictures, photos and others.

- ✓ To test cases in the classroom during classes;

- ✓ Based on the current situation, make adjustments and necessary changes to content of the case.

One of the most important stages of applying the case method in a practical lesson is the work students in micro groups. This is one of the most effective methods of learning and sharing experiences. Due to this student`s group for studying the elective course "Physical-chemical analysis in the development of pharmaceutical drugs" consists of 3-7 students.

Conclusion. Summing up, I will note that the use of case technologies in the educational process, including teaching the discipline "Physical-chemical analysis in the development of pharmaceutical drugs", contributes to the professional development of a competent specialist with appropriate knowledge and skills, capable of professional development, as well as to take constructive and competent actions when using various methods of analysis of medicines. The teacher must take into account the goals and objectives of each lesson, the nature of the material, as well as the capabilities of each student.

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