Case Study as a Method of Teaching and Diagnosing Future Teachers

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Challenges of modern education

1. Personal orientation, instability, innovation, continuity, creativity and uniqueness as the most significant features of a new type of education.

2. The training of future teachers is becoming more and more practice-oriented, which determines the choice of appropriate technologies and methods for pedagogical education.

3. Case study method occupies an important place among the relevant methods of education.

The purpose of the study: piloting the educational and diagnostic capabilities of the case study method in the process of training future primary school teachers.

Research objectives:

1. To identify the specifics of the educational problematic situations that most often arise in the professional activity of primary school teachers.

2. To identify and analyze the vectors of students' solutions to the educational problematic situations.

Research methods: theoretical research (a method of content analysis of pedagogical literature devoted to the problem of using case study method for vocational pedagogical education); experimental research (survey of respondents using Google forms; qualitative and quantitative analysis of pedagogical cases compiled by the respondents; mathematical and statistical processing of experimental results).

Basic theoretical positions for the study

- Case study method can be applied in various fields (political science, medicine, education, sociology, etc.) (John Gerring).

- Case study method is used in the educational process: situations based on video materials, Internet materials, role-playing games, etc. (Kirti Nandavanam Shivakumar, Davis B. G., Vega A. G., Rosier G.).

- Case study method trains future teachers heuristic activities (pedagogical heuristics) related the situations of a problematic nature (M.M. Levina).

- Case study method can be referred to the category of the imitative ones, developing creative skills of future teachers (A.P. Panfilova).

- Case study method belongs to a group of simulation (modeling) learning technologies, which are problematic in their nature (V.I. Zagvyazinsky)

Study results

The sample of the study consists of 225 bachelor students of the training direction Pedagogical Education, future primary school teachers, Southern Federal University, Russia.

Case method as a diagnostic technology was associated with the analysis of the solutions offered by students to educational cases (problems).

Students were asked to describe the educational cases (problems, conflicts), participants or witnesses of which they had to be in the role of a teacher or a student. In addition, respondents were required not only to describe the ways to solve the problem by the teacher they were watching, but also to offer their own solution to the problem.

The educational cases described by the students were classified according to the multivariate typology of the conflict according to the following criteria:

1. The type of the conflict: intrapersonal, interpersonal, between a person and a group, between groups;

2. The content of the conflict: didactic, nurturing, combined.

## The relationship between the types of conflicts and their content (number / %)

Type of conflict	Content of conflict		
	didactic	nurturing	combined
intrapersonal	26 / 41	13 / 21	24 / 38
interpersonal	17 / 25	47/ 69	4 / 6
between a person and a group	3 / 4	60 / 82	10 / 14
between groups	0	6 / 100	0

Causes of the educational problems in primary school
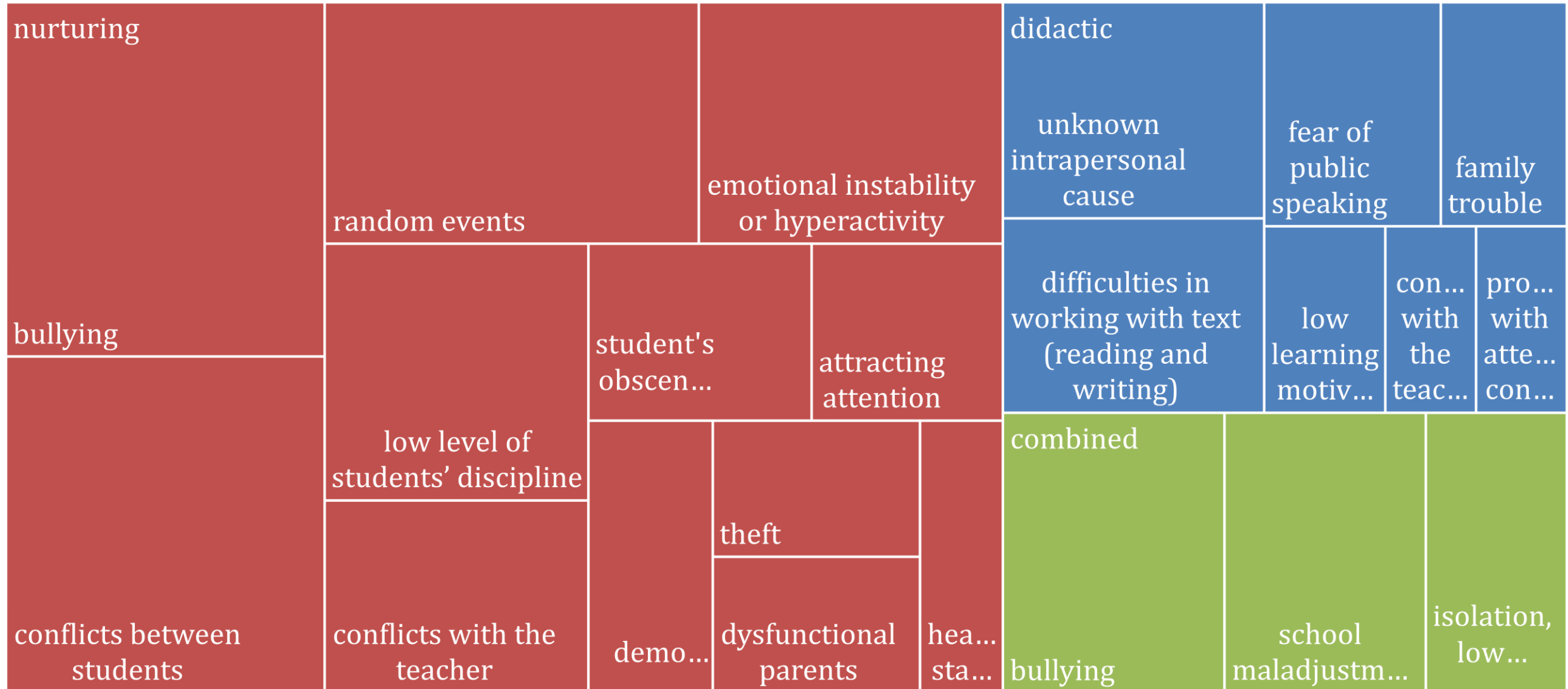
Vectors of solving pedagogical cases by students
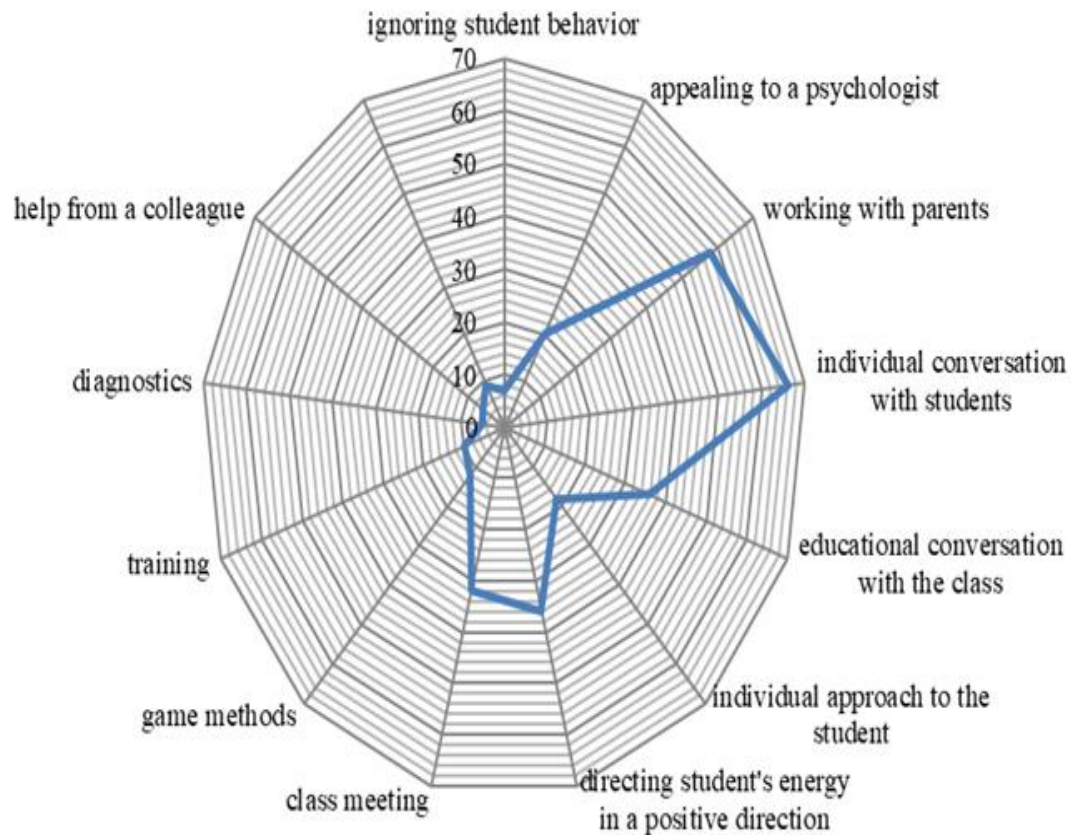
Most students choose the following prevailing work strategies: conducting an individual conversation with a child; working with parents; class meetings; implementation of an individual approach to the student to overcome learning difficulties, etc.

A qualitative analysis of students' decisions also showed the absence of specific proposals in the responses of some students to solve educational problems (36%). The respondents did not offer scientifically-based solutions to the educational situation based on scientific concepts, approaches, methods or legal norms.

Algorithm for solving an educational problem

Step 1 – a detailed description of the situation, getting used to it..

Step 2 – fixing the specific context of the educational situation in writing in order to focus on the task as clearly as possible.

Step 3 – correlation of the context of the educational situation with the species classification.

Step 4 – formulation of the probable causes of the situation.

Step 5 – determination of the leading contradiction(s) (the core of the conflict).

Step 6 – formulation of the educational problem (conflict) as a question and the task to be solved.

Step 7 – substantiation and formulation of the law / scientific approach / scientific and methodological basis of solving the problem.

Step 8 – making an action plan to solve the educational problem based on the chosen law, approach, etc. (for a teacher);

Step 9 – development of recommendations for parents / students and other participants of the educational process involved in the situation under consideration.

Conclusions

- the range of problems arising in the professional activity of primary school teachers were identified and classified;

- case study was used as an effective tool for open education by creating a special matrix, the initial data of which can be constantly supplemented by the participants of the educational process;

- algorithm for solving educational problems was developed based on the algorithm of scientific and cognitive activity. The algorithm was integrated into the process of vocational training future primary school teachers;

- case study method was used for developing pedagogical improvisation and intuition, alternative pedagogical thinking, values, pedagogical skills of analysis, planning, reflection, etc.

- extensive diagnostic capabilities of case study method served as guidelines for the transformation of the content and methods of vocational training of future primary school teachers.