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T. G. Dashkina

CASE-BASED LEARNING AS ONE OF ACTIVE METHODS OF TEACHING AT KARAGANDA STATE MEDICAL UNIVERSITY

Department of foreign languages of Karaganda state medical university

This article contains brief reference about the case-study method of teaching in medicine and other spheres of education. The reference includes: the description of CBL as a method of active teaching; the history of case-based learning; gives information about its developers and followers; the information about the CBL method implementation at KSMU. The given example shows the usage of CBL technique at regular and demonstrated lessons of KSMU. The short conclusion states the importance of case-based learning as a method of teaching medicine, foreign languages and other subjects.

Key words: case-based learning/case-study, competence, challenge, possibility, efficient, involvement, facilitator, navigate, data gathering, research, critical thinking, background, project, TV-broadcasting

Modern educational reforms put research and project work of learners on the first place [1]. Pupils and students should be able to use self-education, prepare personal tasks, develop research projects, show competence in different spheres of life and knowledge. It's not enough to learn information by heart; one should think it over, make significant conclusions and show what he can do in life with this knowledge. That's how our society works nowadays.

It is a real challenge, but at the same time – a good opportunity for young learners from all over the world. Everything starts in childhood when a person can acquire knowledge about changing world and what is more important, about himself and personal possibilities that are hidden inside.

This is the reason why active methods of teaching are so important and in demand. Active teaching methods help to do some "impossible" things – they give us (teachers) opportunity to show the right way without fear of being dogmatic or wrong.

Active methods of teaching are now in a high demand at KSMU. Different educational programs: Tempus, Erasmus and the like contribute to the development of teaching level at the University. Different directions in learning are reflected in case-based learning (CBL), research-based learning (RBL) and team-based learning (TBL).

Case-based learning or the method based upon projects' implementation is not a revolutionary innovation in modern pedagogical system. It appeared in the beginning of the twentieth century in the USA [2]. It was also called a «problem-solving method» and was connected with the humanistic, philosophic and educational direction. It was developed by an American philosopher and teacher John Dewey and his follower V. H. Kirkpatrick. The purpose of Dewey's philosophy is to

help a person achieve his aim by showing him/her the direction of research activity [3].

J. Dewey suggested active style of teaching through the efficient activity of a pupil, which (activity) is based on his personal involvement and interest in the particular sphere of knowledge/research.

Hence, one of the most important points here is to show the pupils benefits and motivational aspects of acquired knowledge. To achieve this aim, pupils are suggested to solve the problem, which is real, up-to-date and important for a pupil, which demands great variety of knowledge, background and experience and shows a pupil the direction of getting new ideas and decisions.

A teacher can help with the sources of information, or can only facilitate and navigate the course of a research. The result of a teacher's advising help must be shown in the investigated, elaborated, debated and solved problem. Pupils, students or followers should gather knowledge from different fields of investigation, direct this knowledge according to their purpose and get real and significant result at the end of work. That is how problem-solving work becomes a part of a case-based study technique.

It can hardly be a surprise that the case-study model has been improved and developed through time. Being a part of pedagogical ideas, nowadays it becomes one of important components of well-organized educational system. But in spite of all changes it retained the main direction – to increase student's interest in solving particular challenges using gained knowledge that was acquired with the help of a facilitator and developing skills of reflexive/critical thinking. The core of critical thinking is continuous research in facts, analysis, and rethinking, logical classification for making a convincing conclusion based upon a well-founded thesis. A problem or a chal-

lenging question itself helps to navigate our thoughts with the aim of solving one or another problem. Without a challenge, human's mind can't choose a right direction of thinking and doesn't show «its best» [2].

When a child acquires his personal background, his personality can change. Experience-based or experimental teaching from the point of view of J.Dewey can be constructed in view of impulsive rush of enthusiasm and personal experience.

According to this theory, education should be presented basically in game- and labor-based activity, where every action of a child becomes a tool of his own perception, cognition and discovery. According to the pragmatic philosophers, such way of perception is better for a young person than a prepared dogmatic program of actions. The result of the education, by Dewey, had to be thinking skills which, in future would help in self-education.

The case-study teaching technique was created to facilitate skills in solving real-life challenges, creative skills, gain of new experience and etc. [3].

As for KSMU, case-based learning is commonly implemented into the «Tempus» groups there. This method of teaching is based upon the investigation of particular medical cases from several clinical aspects. Clinical cases are usually considered from the point of view of different disciplines. For example, students are given the hospital chart (case) of a 17-year old woman who hasn't had her periods ever in the lifetime. Program participants should evaluate the possibilities of various body organs and systems to provoke the state of amenorrhea. In this situation students have a chance to diagnose the case of a virtual patient; they can try on the role of a qualified and experienced doctor. As a conclusion, students can take part in the Expert Forum, which occurs at the University or at a hospital.

It's out of the question that such possibility to penetrate into the profession is a privilege for all students especially for the 1st year students of KSMU. 90% of Tempus-participants will definitely mention the so-called «otherness» and «the sense of being chosen» as a plus in the given program.

Being a student is not an ordinary task. It is a challenge in its brightest, highest and the most interesting expression. Being a medical student (see: future doctor) is not a challenge. It is a way of life; it's something that you're thinking about while asleep. It is your time, nerves and power that are directed at the only purpose – the purpose of becoming a professional. We don't want to be abusive, offensive or humiliating to

other specialists, but...These three dots include so many inexpressible things. One of these things is a desire to KNOW, not to pretend of being competent. And if you want to be an expert you should start practicing as early as possible. «Practice makes perfect!», – this statement had been proved by many well-known professional doctors.

So, CBL and RBL techniques in teaching are very useful in clinical skills improvement. Today being a highly-qualified doctor means being a many-sided man, who knows foreign languages as a matter of course. Students of KSMU understand the necessity of such a demand deeply. They actively participate in different events, conferences, contests, Universiades; publish scientific articles in English and German languages, for example.

Here the question for a teacher arises: how to improve language teaching at KSMU? There are different events and projects that help to implement modern techniques and ways of teaching: speaking, scientific and multilingual clubs, essays and educational trips – all this helps to arouse interest in foreign languages discovery and comprehension.

The most important in teaching is... teaching itself. As teachers we can't give structural and coherent knowledge somewhere else except our lessons. So, the lesson is on the first place as usual. What should we do during a practical class to correspond all new technologies and demands?

Case-study! Nowadays this is the answer for us. Case-study is one of active methods of teaching which is oriented to a student as an individual and a student as a member of a team [4]. This technique helps a teacher to become a facilitator and leader, not a dogmatic supervisor.

Case-study lessons take place at KSMU regularly. One of such lessons was presented as a demonstrated one by the foreign languages department teacher T.G. Dashkina. «Kazakhstan and English-speaking countries», – that was the main topic of discussion. The case-study technique implies practice by doing, research and preparation work in the field of observation. There are several stages of case-study lessons' preparation: selection of the subject, data gathering, data analysis, emergence of the model. The model chosen for the lesson was up to the Medical University educational course. The model was titled «The 1st TV channel for Meddies (Medical students)». Students were given their tasks and roles and became co-workers at the «English for meddies, TV Channel». One of the students were announcers, others fulfilled the roles of reporters and actors.

The TV-channel's issue contained several parts: Introductory (heated debates upon a medical topic); reports from KSMU (about educational and social life of KSMU students). The report about educational life coincided with the title of the lesson and was presented in the form of team-based learning; social life reports included extracts from the creative works prepared by the class participants: songs' translations, storytelling and etc. Also there was a report from CBL-lessons of KSMU: students prepared the description of a medical case and tried to solve it. This entire lesson was given as a part of TV-broadcasting. The concept was being discussed with the students beforehand and they had about 3 months to prepare for the lesson under the supervision of a teacher.

The students had been preparing, discussing, discovering new information for a long period of time and the completion of the project was marked by a demonstrated lesson. At the end of the lesson the students had to analyze the level of their participation and personal development by doing individual and group feedback. What did their answer show to us?

Such direction of work has greatly increased students' interest in the academic life. They felt involvement into the educational process, tried to take on the role of TV-announcers, reporters and at the same time actors who were

playing the roles of medical students, young scientists and advanced specialists.

The case-based learning technique is usually understood as a part of professional medical education, but it can also be used at English lessons at KSMU, any medical university or another educational institution, which is not closely connected with medicine. Why? Because a man who was taught to be inquisitive, active-minded, unhesitating, thoughtful and bound to win is a great discovery for any institution, business field, country, for the whole world.

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Т. Г. Дашкина

ПРОЕКТНО-ОРИЕНТИРОВАННОЕ ОБУЧЕНИЕ КАК ОДИН ИЗ АКТИВНЫХ МЕТОДОВ ПРЕПОДАВАНИЯ В КАРАГАНДИНСКОМ ГОСУДАРСТВЕННОМ МЕДИЦИНСКОМ УНИВЕРСИТЕТЕ

Кафедра иностранных языков Карагандинского государственного медицинского университета

Статья содержит краткий обзор о проектно-ориентированном обучении в медицине и других областях. Описываются метод проектов как один из активных приемов обучения, история появления проектно-ориентированного обучения, информация о создателях и последователях данного метода, внедрении метода проектно-ориентированного обучения в Карагандинском государственном медицинском университете. Приводится пример использования данной технологии обучения на рядовых и открытых занятиях у медицинских студентов. В заключении утверждается важность проектно-ориентированного обучения в образовательном процессе при обучении основам медицины, иностранным языкам и другим предметам.

Ключевые слова: проектно-ориентированное обучение/метод проектов, компетентность, вызов, возможность, эффективный, участие, помощник, направлять, сбор информации, исследование, критическое мышление, опыт, проект, телетрансляция

Т. Г. Дашкина

ЖОБАЛЫҚ-БАҒДАРЛАНҒАН ОҚЫТУ ҚАРАҒАНДЫ МЕМЛЕКЕТТІК МЕДИЦИНА УНИВЕРСИТЕТІНДЕГІ БЕЛСЕНДІ ӘДІСТЕРДІҢ БІРЕУІ БОЛЫП ТАБЫЛАДЫ

Қарағанды мемлекеттік медицина университетінің шетел тілдері кафедрасы

Бұл мақалада медицина және басқа салалардағы жобалық-бағдарланған оқытудың әдістері туралы қысқа шолу көрсетіледі. Шолу мақаласында жобалар әдісінің сипатын оқудағы белсенді әдісі; жобалық-бағдарланған оқытудың шығу тарихы; осы әдістің жасаушы және ізбасарлары туралы ақпарат; ҚММУ-де жобалық-бағдарланған оқыту әдісін енгізу туралы мәліметтер бар. Бұл оқыту технологиясын қолдану ҚММУ күнделікті және ашық сабақтарында мысал ретінде көрсетіледі. Ақырында жобалық-бағдарланған оқытудың медицина, шет тілдерін және басқа пән негіздерін оқу кезіндегі білім беру барысындағы маңыздылығы бекітіледі.

Кілт сөздер: жобалық-бағдарланған оқыту/ жобалар әдісі, құзіреттілік (біліктілік), күрделі тапсырма, мүмкіндік, тиімді, қатысу, көмекші, жолдау, мәліметтер жинау, зерттеу, қиын қыстау ойлау, тәжірибе, жоба, телетрансляция