CREATION OF CASES ON THE BASIS OF VIDEO MATERIALS. USE OF VIDEO MATERIALS IN EDUCATION

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Annotation:

This article summarizes the importance of cases, their role in education and their positive results, as well as the use of modern technologies in today's globalized world, important aspects of working with visual aids and video tutorials.

Keywords: Video tutorials, cases, innovative technologies in education, case materials, case method.

Over the past decade, the use of Internet-based multimedia, especially digital video, for teaching and learning, based on technological advances and evolving pedagogical practices, has become very common and widely used in higher education institutions. Specifically, this change is influenced by a number of factors, including faster internet speeds, students' access to computers and mobile devices, relatively inexpensive and easy access to media production equipment, and a set of media production skills. The rise, the growth of mixed pedagogy, and the increase in students learning alone or in part online. Many educators have recognized the unique set of agreements in digital video that are believed to enhance learning for students beyond traditional didactic lectures. Increasing the use of video for higher education is beneficial in all respects, serves to increase the productivity of lessons, saves time, and creates good conditions for students to learn. This is a world standard. The use of videos in education provides the following conveniences and benefits:

• increase flexibility - time, place, speed, hearing;

• Student's sense of personalization and social presence;

• allows unlimited repetition and revision of video;

• High student activity;

• Promotion of active teaching pedagogy;

• learning an additional language;

• For fully online courses (where "course" refers to an individual course, subject, or unit of instruction), digital video represents an important point of communication between teacher and student because they are traditional in the classroom. Replace the lecture.

Case materials are any materials that are used to inform the decisions made by students in the course of a decision-forcing case. ... Case materials may be either "refined" or "raw." Refined case materials are secondary works that were composed expressly for use as part of decision-forcing cases.

The case method is a teaching approach that uses decision-forcing cases to put students in the role of people who were faced with difficult decisions at some point in the past. It developed during the course of the twentieth-century from its origins in the casebook method of teaching law pioneered by Harvard legal scholar Christopher C. Langdell. In sharp contrast to many other teaching methods, the case method requires that instructors refrain from providing their own opinions about the decisions in question. Rather, the chief task of instructors who use the case method is asking students to devise, describe, and defend solutions to the problems presented by each case.
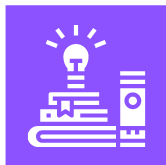
We realized a dream of parents, kids and educators creating progressive educational environment, accelerating the best world's technologies and implementing the best information processing.

Case-lessons along with studying of various topics allow involving pupils' soft skills smoothly. This is a creative method with intrigue, drama, script and choices, which is impossible to achieve in standard classes. Discussions which arise when working with case studies are of special value. When developing a case-lessons time flies quickly, that positively affects motivation of pupils and their desire to study other case studies.

It is also important that the result of studying lies in a long-term memory. This is due to associative thinking and formal and informal relations between the studied presentations.

75% of teachers note that case-lessons improve educational activity and get better remembering. Teachers don't waste time to prepare case lessons, because they are ready to use.

69% of the students note that cases are more intriguing and fascinating than ordinary text books. During the case lesson there are no problems with discipline in the classroom because attention is concentrated. The only

question they ask is "When will we study the next case lesson again?". Moreover it allows to combine students' IQ and EQ.

Case studies are stories that are used as a teaching tool to show the application of a theory or concept to real situations. Dependent on the goal they are meant to fulfill, cases can be fact-driven and deductive where there is a correct answer, or they can be context driven where multiple solutions are possible. Various disciplines have employed case studies, including humanities, social sciences, sciences, engineering, law, business, and medicine. Good cases generally have the following features: they tell a good story, are recent, include dialogue, create empathy with the main characters, are relevant to the reader, serve a teaching function, require a dilemma to be solved, and have generality.
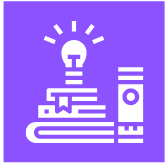
Even the most verbally sophisticated student will need training in how to be an effective case method participant. Most students have experience with answering and asking questions from the instructor, but little experience in classroom discussions with other students. Good case discussion requires students to be engaged in a conversation with their classmates and to be ready to respond to each other's interventions, to use evidence from the case to support their claims, to role play and to work in small groups and to take a stand and defend it. This is a big task for students, and helping them learn to do it can be seen as having three parts.

Explain

Provide your students with a clear explanation of your pedagogical goals, your reasons for choosing the case method, and your expectations for their performance. Establish some ground rules. Will you, for example, only call on volunteers, or will you be "cold calling?" Do you have expectations for how frequently any individual student will be allowed to speak? How will you handle follow up questions or debates? How will you use the blackboard or other means of tracking the discussion? The more they know about the procedures and your expectations, the more effectively they can participate.

Model

By listening carefully, asking questions that open the discussion rather than leading it down a narrow prescribed path, and avoiding the professorial urge

to respond to every student statement yourself, you can show students what you expect from them.

Reflect

Take time after each case to talk with students about the discussion, reflecting not only on the substantive outcome but on the process. How did the conversation unfold? What kinds of interventions moved the discussion forward? Where were their bottlenecks? How did you perform as guide? What did they learn that they might bring to the next discussion?
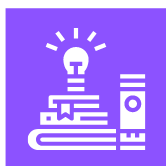
Learning to be a good case student happens in the doing, so more practice will produce better discussions and more satisfied students, but you can get that process underway by setting clear expectations, being careful in your own guidance of the discussion, and asking students to help you think about how to make the next discussion even better.

The case method combines two elements: the case itself and the discussion of that case. A teaching case is a rich narrative in which individuals or groups must make a decision or solve a problem. A teaching case is not a "case study" of the type used in academic research. Teaching cases provide information, but neither analysis nor conclusions. The analytical work of explaining the relationships among events in the case, identifying options, evaluating choices and predicting the effects of actions is the work done by students during the classroom discussion.

What are Cases?

Cases are narratives that contain information and invite analysis. Participants are put in the position of making decisions or evaluations based on the information available. Cases can be acquired from the formal, purpose written material available from such sources as the Harvard Business School and the Kennedy School or constructed by faculty members from newspaper articles, cartoons, radio stories and even grocery store coupons and fliers.

Cases can involve situations in which decisions must be made or problems solved, or they can involve evaluation or reconsideration of existing policies, practices or proposals. Effective cases are usually based on real events, but can be drawn from both the present and the past, even the distant past. Cases require students to make choices about what theory or concepts to apply in

conducting the analysis, which is distinct from the one to one correspondence between theory and application that they see in their textbooks or hear in lectures.

How do Cases differ from other kinds of examples?

Unlike examples from textbooks or those we insert in lectures, cases include information but provide no analysis. Cases present students with complex, unstructured problems that may include extraneous or irrelevant information and often don't include every piece of information an analyst would like to have. Unlike problem sets, they do not break the problem down into clear steps, and frequently have no single "right" answer. Cases provide a rich contextual way to introduce new material and create opportunities for students to apply the material they have just learned. The same overarching case can even can be used several times in the same course, as students return to the story of the case with new analytical techniques and tools. Cases require students to make choices about what theory or concepts to apply in conducting the analysis, which is distinct from the one to one correspondence between theory and application that they see in their textbooks or hear in lectures.

What happens in a Case Method classroom?

In classroom discussion, students analyze the information in the case and use it to solve the problem set up by the case. The discussion can take many forms, including closely directed questioning by faculty to help students draw out the information from the case and identify the central decisions or evaluations that need to be made, more open-ended questions and discussions as students evaluate options and weigh the evidence, and small group work by students focused on specific analytical tasks. Many faculty members use role-play as a technique to put students completely in the case environment. Ideally, case method discussions involve mostly conversation between and among students, rather than discussion centered on direct participation by the faculty member. Many case method teachers describe their role as conductor, facilitator, or guide, drawing attention to their role in setting up discussion in which students are the primary participants.
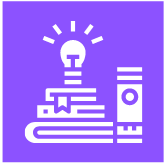
Using videotaped segments, the focus is on developing students' fluency in the process of language acquisition while constantly interacting with native

speakers. Typically, teachers need to focus on language, content, and production in a way that meets the objectives of the learning process. For example, for some specific situations, the tool requires material that can be "transferred to real-life situations that students may face".

In addition to the usual exercises on vocabulary and grammar, students may be asked to write, present, or discuss topics, plot details, or characters in English. They can borrow their scripts from the language developed in the films, then show them in class and have them evaluated by other students. A two-minute video material (news or advertisement) can provide an hour of work time or be used to perform a series of exercises and drills. We know that vocabulary deficiencies can make even a simple task very difficult for students. Another important factor that makes video materials more interesting and enjoyable for teachers is that it helps them develop their understanding. The video describes everything in words in an impossible way, making the meaning clearer, proving the well-known saying that "a picture is worth a thousand words". It can be seen that non-native speakers of language rely on visual guidelines to support their understanding, and the video is undoubtedly a clear tool to help readers interpret visual cues effectively. "Research shows that language teachers love video because it motivates students, brings the real world to the classroom, naturally contextualizes language, and allows students to experience real language. Students like this because video presentations are fun, challenging, and engaging to watch.

Students also enjoy the post-movie sessions, if they go beyond the scope of the film - discuss issues, re-imagine the characters in the new scenarios they create. The teacher is a participant in this process because he or she is involved in the process of teaching a foreign language through video. He must know the materials and all the information about them. This helps students feel comfortable and makes learning easier. With all this in mind, the teacher should help you to see actively and learn the language successfully. This means that he or she should be familiar with the video material before using it in class, and then he or she should plan for each video unit and encourage active viewing. To encourage comprehension, he should prepare manuals that are easy and familiar with the language level of the students. In the classroom, the teacher can step into the process at any time; it can be repeated several times to stop, start, and rewind as needed.

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