CASE-STUDY TECHNOLOGY IN THE FORMATION OF A SOCIALLY SUCCESSFUL PUPIL'S PERSONALITY

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The constant changes taking place in modern society pose new challenges to the education system, among them issues of socialization of the individual, the formation of a person with innovative thinking and behavior, socially competent, active and mobile, able to be competitive, socially successful in tough and changing social realities become extremely important. That is why the formation of a socially successful pupil's personality is a priority of a modern general secondary education institution. In the process of forming a socially successful personality, it is necessary to give preference to those technologies that ensure the activity and independence of the pupils, allow him to express their creative abilities, teach the ability to listen, analyze, correctly argue and present their own ideas. Interactive pedagogical technologies, in particular, case-study technology, meet these requirements.

The basis of this technology is learning by solving specific problems – situations (cases) that contain information concerning a real or imaginary problem, based on it the task set for the pupil is solved. Indian researcher Rani believes that «case-study» promotes the development of the ability to solve various problems that pupil may encounter in school and outside it, taking into account specific conditions and emphasizes that, in addition to the actual practical situation, its informational, documentary support becomes extremely important, which characterizes the state and development of this situation, as well as the analytical processing of documents by pupil and his ability to draw conclusions [3]. In this case, information is a means of organizing activities, not the purpose of learning, so, as noted by domestic scientist Ivanova, during the preparation of the case «should refrain from excessive information and information that is not directly related to the topic» [1, p. 4].

It is worthy to note that the description of the case situation reflects a practical problem that does not have an unambiguous solution. This causes uncertainty in the case, makes it controversial, encourages pupils to seek additional information and alternative solutions, to their own interpretation of facts and their comparison, as well as to choose the best way out of the situation. Pakistani scholars note the significant potential of this technology in shaping a pupil's socially successful personality and emphasize that while

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working on a case, participants «usually immerse themselves in the situation suggested by the teacher, process the material in a competitive way, creatively try to achieve the goal and thus develop communicative competence, train the sharpness of reaction to problems, form life values» [4, p. 13].

As the practice of working on case technology with pupils of general secondary education has demonstrated, it is not so much the result itself that is important, i.e. the solution of the proposed problem, but the course of pupils' opinions, variety of approaches and analyzes of one situation. In this case, the case promotes the development of pupils' skills of intensive selection of relevant information, updating knowledge, building a logical sequence of their reasoning and establishing cause-and-effect relationships. Therefore, «in the application of case technologies, the problem factor has a great significance, important for the development of not only knowledge but also critical thinking skills» [5, p. 37].

Researches of Canadian and British scientists offer an algorithm for working on case technology, according to it a short case with pupils involves the organizational part, individual independent work with the necessary additional information; checking the mastering of theoretical material; pupils' work in small groups; collective discussion; drawing up of works by pupils; summing up the teacher's conclusions [2, p. 8]. The elaboration of lesson following this technology requires from the teacher erudition, pedagogical skills and time. At the same time, it is necessary to take into account the audience where the «case» will be used, i.e. the current needs and requirements of pupils. The «case» should be based on the basic, previously acquired knowledge of pupils and take into account how they can use the new knowledge gained during the work. In addition, one of the conditions for the application of this technology in the educational process of general secondary education is the equality of pupils and teachers in solving situations: the teacher does not transmit information, but manages pupil's interaction, in particular, assists to organize discussion in the pupils' collective and model situations, in this situation emphasis is placed on the organization of various activities of pupils, including creative, research, analytical, cognitive-communicative.

To this end, various methods are used, in particular: the incident method, which involves the search for information, its collection, processing, systematization of basic provisions and analysis; the method of parsing business correspondence, or the «basketball method», which requires participants to reflect a large number of primary sources and documents; game design that helps to create and improve projects and be creative in reality; situational role-playing game, which is characterized by staging a certain socio-psychological situation and its practical solution; a method of discussion

that promotes intensive exchange of views on the optimal result; «Brainstorming», which results in the development of different scenarios for an effective solution to the problem, and others.

The experience of using case-study technology in the practice of general secondary education has demonstrated that pupils take the initiative to work with those «cases» that meet the following characteristics: focuses on a topic that is relevant to the pupils and interested in their problems; evokes a sense of empathy for the heroes of the situation; contains well-structured information concerning the main problem and quotes from various literature sources known and understood for this age group; requires from each pupil his own assessment of the adopted decisions.

We believe that case-study technology has significant potential in shaping a pupil's socially successful personality. Working on this technology helps the pupil to gain a wide range of universal or extracurricular skills necessary for further study, future professional activity and successful socialization, in particular: to assess the problem; navigate in the information space and systematize information; apply knowledge from different scientific fields; formulate hypotheses; to predict the ways of development of the situation; identify alternatives; it is reasonable to make decisions in conditions of uncertainty and limited time; understand the risks of life and be able to take responsibility for the decision; carry out self-management; respond constructively to criticism; to defend one's own opinion correctly; think logically, critically and strategically, etc.

During the introduction of this technology in the practice of general secondary education is the creation of «success situations», encouraging pupils to succeed and celebrating the benefits and achievements of each participant, as well as increasing cognitive activity of students, activating their successful individual and team activities, forming sustainable positive motivation to self-development. Thus, the achievement of success is one of the main driving forces of case-study technology, which is crucial for the formation of a socially successful pupil's personality.

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CLIL METHODOLOGY DISTINCTIVE FEATURES

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Educational technologies are developing very rapidly nowadays – the market abandons with a wide variety of learning foreign languages methods offers. At the end of the XX century methods of teaching foreign languages underwent great changes. Previously, all priorities were given to mechanical mastering of vocabulary, reading, translation and grammar, and the tasks were all repetitious. Now language learning has become more functional.

European integration of Ukraine becomes agent for activating the process of mastering foreign languages and improving its quality, so Ukrainian researchers consider the latest world teaching methods in order to implement them in higher educational establishments of Ukraine.

Foreign language teaching (FL) through the content of special disciplines (content based second language instruction), meaningful integration in learning (CLIL – Content and Language Integrated Learning) and foreign-language immersion are the leading and most effective threads of optimization and intensification of students' mastery of a foreign language for professional purposes.

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