

PEDAGOGY

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Carrying out case method in language teacher education and professional development

The purpose of this study is to consider the method of conducting cases, its advantages from the point of view of the formation of professional competencies of a teacher. The scientific novelty of the research is the determination of the content side of the case in the work of a subject teacher, namely a foreign language teacher, and the subsequent content analysis of the case. The study emphasizes the relevance of the case method, compliance with the realities of the modern world and the educational environment, and hence its effective application in the professional training of foreign language teachers, advanced training of experienced teachers. An attempt is made to determine the main directions of work with cases, the implementation of which is possible both in pedagogy and in androgogy. The conclusion of the study is that the case methodology contributes to the enhanced development of critical thinking skills, the ability to do the latter is a necessary condition for identifying and evaluating methodological and non-methodological problems that teachers constantly face in their practice. The case helps to minimize pedagogical subjectivism, since it assumes a non-evaluative “sober” analysis of the educational situation from the observer's position.

Key words: case study, pedagogy, androgogy, professional competencies, reflection, pedagogical subjectivism.

September 20, 2021
