CASE METHOD IN QUASI-PROFESSIONAL TRAINING OF PROSPECTIVE TEACHERS

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ABSTRACT

In the study, the technology of work with cases in quasi-professional training of prospective teachers was designed and the results of academic progress were monitored. The designed technology of work on cases was based on the principles of the competent education. The diagnostic methods were chosen in accordance with the goals of the study experiment that allowed monitoring the dynamics of the researched qualities. The expert evaluation was based on the developed scale of 10 in accordance with the cognitive levels: knowledge, understanding, application, analysis, synthesis and evaluation. The experiment has proved that forming and control the competencies with the help of designed technology are more productive that allows making a conclusion about its productivity as well as the effectiveness of created pedagogical conditions. The technology of work with cases in quasi-professional training of prospective teachers includes methods and forms of studying, the description of students' and teacher's activity, and has the following components: a target, tasks, the organizational and pedagogical conditions, the informative component, the

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diagnostics and control, the structure of interaction, the technological component, and the effectiveness. The realization of case technology can be presented at three stages: the preparatory stage, the executive stage, the reflexive stages, which are described by the target, methods and forms, the students' activity, forming competencies, the teacher's activity, and control of results. The experimental study of implementing technology of using the case method in the educational process was conducted on the basis of Vinnytsia Mykhailo Kotsiubynsky State Pedagogical University among pre-service teachers (96 participants) during two semesters while studying the course of Pedagogics.

Keywords: *case method; quasi-professional training of prospective teachers; the specialist's professional competencies; the case technology*

1. INTRODUCTION

The current trends of world integration in education stimulate the development of the personality of the future specialist in the educational process of higher educational institutions. Therefore, the introduction of innovative, professionally oriented methods of teaching and education, which are effective tools in mastering modern technologies, improving the efficiency of teaching and quality of knowledge, and in the formation of vital and professional competency of modern youth is of great importance. One of such tools is a case method.

In the multiplicity of forms of learning and control that are used in modern higher education, the case method can be a tool of integrating theory and practice, act as an intermediate stage between classes in auditoriums and practice on specialty. Integrative methods include the case method based on the availability of tasks in cases that cannot be analyzed in the framework of one discipline because they contain multidimensional problems. The technology of work with cases consists of analyzing the problem presented in explicit or implicit form and presenting the most favorable solution in the existing conditions as well as the alternative options.

The main advantage of the case method is the possibility of using it for the formation and evaluation of professional competency as the integral personality characteristic. This advantage is realized by considering practical situations, for the solutions of which it is necessary to use knowledge and skills of related and non-core disciplines, besides, competencies are integrated with personal qualities and attitudes by the availability of

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psychological and moral aspects in the cases. Using cases with other teaching methods in the framework of the academic process allows students to gain professional experience.

The use of case method in the educational process allows to form professional skills of prospective teachers, to activate a complex of professionally oriented knowledge, to combine educational, upbringing, analytical and research activities. The case method involves the use of real situations that allow to immerse the student in the specific conditions of future teaching at the stage of his professional pre-service training. Accordingly, this allows to solve effectively the current challenges and problems facing the higher education system.

The purpose of the article is to reveal the meaning and to present the technology of using the case method in the process of quasi-professional training of prospective teachers.

2. THE THEORETICAL BACKGROUND

Extensive experience in using the case method has been accumulated in studies devoted to the process of professional training of teachers Baxter and Jack (2008), Beverland and Lindgreen (2010), Cruzes, Dyba, and Runeson (2015), Gagnon (2010), Hancock and Algozzine (2016), Freeman (2006), Lee and Saunders (2017), Thomas (2010), Yazan (2015), Yin (2009, 2017). However, despite the availability of scientific research and practical experience of using the case-method in the educational process of higher educational institutions, the analysis showed that the problem of training prospective teachers by means of the case method is insufficiently disclosed.

In modern pedagogy, the case method is recognized as an effective method for the formation of professional competencies of the specialist, sufficient for the successful implementation of professional activities. According to Gladkykh, the case method is focused not so much on obtaining exact knowledge as on developing competency, skills and abilities, among which special attention is paid to the ability to analyze large amounts of information. This allows not only to learn how to analyze cause-and-effect relationships but also to create and obtain a final result (Gladkih, 2004).

The general didactic goals of the case method are the following: to intensify students' learning activities, give them the opportunity to understand the proposed problem in different ways, compare the results obtained with traditional and recommended ways to solve the proposed situation, determine the effectiveness and applicability in practice; to work out certain approaches to the solution of typical problems, to form abilities and skills of the competent

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decision of real pedagogical situations; to develop cognitive and creative abilities and skills of students: to research, analyze, discuss, make non-standard reasonable decisions, to model and design results of activity; to promote the socio-professional adaptation of future professionals, increase their educational and professional motivation, ability to self-analysis, self-control, self-esteem, self-reflection; to create opportunities for the implementation of student' solutions in a real educational process (Voloshyna, 2015).

The case method involves a combination of several types of analytical activities in solving the problem. It requires a high level of methodological culture of the teacher. The main task of the practical case is to reflect the life situation in detail and complexly. In essence, the case creates a practical, «effective» model of the situation. The didactic role of the case is to train students to consolidate knowledge, skills and behaviors (decision making) in a particular situation (Gagnon, 2010).

Grebenkova identified the following general order of elements during the gathering the case: introduction; general knowledge or information about the subject; problem description; results; appendix (Shevchuko, & Fenrykh, 2005). Obligatory components of the case are the name of the case; description of the main idea of the case (review of the case); the purpose of the case; place of the case in the curriculum (for independent planning of the educational process); problem formulation and case study plan; step-by-step task to perform; questions for discussion; requirements for the formalization of work results; description of the situation; additional materials; links to additional information resources (for self-study).

The model proposed by Linders and Erskin (Verbickij, & Il'yazova, 2011) is more general, as it presents only the main stages of work on creating a case. The authors of this model distinguish five stages of the process: 1) search for initial conditions, 2) establishing the first contact, 3) collecting information, 4) compiling a case, 5) making a decision on printing.

However, in our opinion, the presence of these elements depends primarily on the characteristics of the discipline for which the cases are developed, and the teacher's ability to develop and work with the cases in the student audience.

3. METHODOLOGY

The presented technology of work with cases in quasi-professional training of prospective teachers includes methods and forms of studying, the description of students' and teacher's activity at each stage, and has the following components:

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A target: to increase the effectiveness of preparation the prospective teachers by case method that is used in the context of the content of teaching disciplines.

Tasks: 1) Constructing the academic process in accordance with modern educational standards (the implementation of a competency-based approach to education). 2) Forming the important professional qualities of pospective teachers for the specialist in the social and humanitarian fields (motivation, reflexion, teamwork skills, self-management as well as the skills of using the ICT in professional activities).

The organizational and pedagogical conditions: 1) The teacher / instructor plays a role of consultant-tutor. 2) Going beyond the framework of the studied discipline, the integration with relevant disciplines. 3) Involving experts from different fields in expert and evaluation work.

The informative component: the teacher's competencies that are reflected in the educational standard of specialty.

The diagnostics and control: the monitoring and diagnostics resources for evaluation the initial, intermediate and final levels of forming competences and competencies (surveys, questionnaires, expert evaluation, self-evaluation). The designing of the system for evaluating the results of education in accordance with modern requirements, psychological and pedagogical grounds.

The structure of interaction. The subject-subjective relations between all participants of academic process in the framework of the educational environment of higher education institution and outside of it.

The technological component. The techniques: the case method as an integrative method of teaching and control that includes discussions, brainstorming, different types of analytical activities and others. The forms: a seminar, independent research activities, consultations, laboratory work. The resources: designed and selected cases for studying, the portfolio of achievements.

The effectiveness: more productive formation the professional competency of a prospective teacher.

The realization of case technology can be presented at three stages:

3.1.   Stage 1. The Preparatory Stage

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A target: Introducing the students with case materials.

Methods and forms: Independent work that aimed at research and analysis of information.

The students' activity: 1) Receiving the case and a list of recommended literature. 2) Individual preparation for the class.

Forming competencies: 1) The ability to learn new information, the methods of data collection, using information technologies and various modern resources: videos, computer dictionaries, encyclopedias, databases.2) The ability to set and achieve personal goals.

The teacher's activity: 1) The selection of studying case, i.e. identifying the class of competences on formation of which it will be directing or fulfilling the control function. 2) The identification the main and additional materials for preparation of students (formation the learning goals and tasks). The collection of information and data for the case with using different resources. 3) The designing progress of the course (layout of the material, selection of the presentation form, preparation the methodological recommendations for students).

The control of results: The instructor evaluates the quality of forming search and information skills, setting personal meaningful goals, the ability of adequate assessment the sources of information.

3.2. Stage 2. The Executive Stage

A target: Working out the task solution of the case, finding the optimal and alternative solutions, their justification.

Methods and forms: A discussion, brainstorming, the analytical activity.

Students' activity: 1) Raising issues that deepen the understanding of the case and the core of the problem (raising issues in students is a natural thing, because the structure of case contains one problem that needs to be discussed). 2) Designing the variants of solutions, evaluation the opinions of others (classification and analysis the facts for identifying the aspects of the problem). 3) Taking part or participating in making decisions (the choice of presentation form of the solution, definition the possibility of using the multimedia resources).

Forming competencies: 1) The ability of correlation the theoretical and practical knowledge. 2) The ability to take part in designing the managing decisions and to be

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responsible for implementation these decisions, the ability to evaluate the consequences of decisions. 3) The ability to make decisions, to act in a new situation, to solve problems. 4) The ability to present the results of your work to others, to pursue your own positions in a professional environment, to find the compromisable and alternative decisions.

The teacher's activity: 1) The organization of preliminary discussion the case (designing the task for students and possible questions for moderating the discussion). 2) The division of the group into subgroups or the organization of individual work. 3) The leading of discussion about the case in subgroups, providing additional information. 4) The organization of activity aimed at problem solving. 5) The organization of mutual discussion.

The control of results: 1) The evaluation of ability to raise issues that can satisfy educational or personal needs. 2) The ability to find in personal conclusions the weaknesses by analyzing someone's results of work on the case. 3) The ability to develop an integrated result of cooperative activity.

3.3.   Stage 3. The Reflexive Stage

A target: The comparison between achieved and planned results, the analysis of accomplished work.

Methods and forms: The independent work of students, reflexion, the analytical activity.

The students' activity: 1) The presentation of the solution using the ICT. 2) Making writing reports on the topic.

Forming competencies: 1) The ability for preparation and redaction the texts of professional and socially significant content. 2) The ability for self-examination. 3) The ability for identifying weaknesses in the algorithm of activity.

The teacher's activity: 1) The completion of the discussion, analysis the process of discussion the case, possible coverage of actual development of events if the case is based on the real events. 2) The evaluation of taken decisions and raised issues. The evaluation of students' work. 3) The analysis of effectiveness of the organization the class, identification the problems of organization the cooperative activity, formulation the tasks for further work.

The control of results: 1) The evaluation of literacy to describe the progress of personal activity. 2) The evaluation of self-examination skills. 3) The evaluation of working with paperwork skills with the use of electronic sources.

At each stage of technology implementation, the teacher / instructor plays a role of a tutor who corrects the work of learners and guides contemplation and discussion.

The choice of subjects was carried out in accordance with a target and main tasks in such a way as to provide an opportunity to monitor the success of formation the elements of competencies in the framework of the pedagogics and education; to examine the relationship between the level of motivation and the results of studying and competencies formation; to compare the indicators of dynamics of the level of motivation and dynamics of academic progress, to compare the experts evaluation and the students' self-esteem.

3.4. Participants

The experimental study of implementing technology of using the case method in the educational process was conducted on the basis of Vinnytsia Mykhailo Kotsiubynsky State Pedagogical University among pre-service teachers (96 participants) during two semesters while studying the course of Pedagogics. 48 students (the experimental group) and 48 students (the control group) were chosen as study participants in accordance with all above-mentioned conditions.

The selection of participants for doing the experiment was accidental from the perspective of previous educational results that allows evaluating the introduced technology in terms of the opportunity of organization the massive education. The case method was introduced as the method of studying and control in the education of students of the experimental group, the work on cases was systematic and it was based on the designing technology. The classes in the control group were carried out without any changes in the traditional form.

The participants were informed about the purpose and the structure of research and assured that their names would not be used in the study result reports. Participation in the study was voluntary.

3.5. Instruments

The diagnostic methodologies which are consistent with the purposes were used during the research: the test for determining the motivation of success by A. Mekhrabian, the test of determining the motivation of studying students in higher educational institutions by T. Ilina, the test "The Anchor of Career" by E. Shein, the experts evaluation, a questionnaire, surveys and observations, the results were statistically processed, analyzed and compared. Thereafter, some results of the measurements were presented, namely the experts evaluation.

3.6. Data Analysis

The instructor played the role of a consultant during the experiment, the experts who evaluated the success of formation the competencies on a scale of 10 in accordance with cognitive levels: knowledge, understanding, application, analysis, synthesis, evaluation were engaged by students in evaluation the analysis of cases (table 1).

Table 1: The scale of evaluation the students' competencies

Scores	The indicators of success in forming the competencies	Levels
1	The presence of student in class. The passive hearing, recording the lecture under dictation, monitoring the progress of work.	distinction
2	The ability to distinguish an object, the information about an object from similar ones.	
3	The memorization of educational information that is presented in the form of rules and patterns, but without the possibility of explanation (the rote memorization): the presentation of information without structured material; in practical activity (in solving cases) an action of certain sample in a similar situation; any suspension from the sample causes a difficulty; a difficulty in identifying the situation.	understand-ing
4	The demonstration of reproduction the large amount of educational information. At the same time there is a difficulty in identifying the essence of the concept, the meaning of phenomenon, i.e. the lack of understanding the correlation between the subjects: the availability of skills to identify a situation, to classify as similar; the situation solving in accordance with the algorithm for a group of similar; difficulties in identifying the hidden problems, therefore, in the algorithm of their solving.	
5	The demonstration of understanding certain provisions of the theory, the implementation of one-level thought operations. At practical classes the demonstration of skills about solving cases in a general forms with description the conditions of the implementation of a given decision, the ability to predict the results and the consequences of decisions in a general form: the dynamic of moving from one activity to another, the adaptability for changing conditions.	application
6	The demonstration of complete understanding of the theory, the willingness to answer the questions on the content, the awareness of acquired theoretical knowledge and the manifestation of the ability to make independent conclusions. The independent identification the system-forming factors and structure, logical correlations. The demonstration of the possibility of using a combination of tools for solving non-standard situations. The prediction consequences of a solution, the description of the course of reaching a solution. The ability to compare the alternatives and suggest practical solutions.	
7	The clarity and logic in the presentation of theoretical material, a fluency in terminology, actualization the connection between theory and practice. In practical activities the demonstration of the ability to identify a problem and to	analysis

	describe the conditions of its solution, the necessary resources and tools, to organize the activity of a small number of specialists for problem solving.	
8	The demonstration of a complete understanding the essence of studied theory, its application in practice in the automatic mode. Knowledge of practical communication. The demonstration of doing practical tasks without any difficulty, self-correcting mistakes. The ability to solve non-standard problems with their preliminary detection. The demonstration of the ability to allocate the stages in solving difficult situations, to identify the necessary resources for problem solving, to predict the results and consequences of the management decision, to identify the risks. The ability in organizing work on problem solving. An active position in problem solving. The ability to monitor the effectiveness of problem solving stages.	synthesis
9	Doing practical tasks in an easy way, the solving of cases, the availability of skills to analyze the situation, elaborate the strategy of problem situation solving, the choice of criteria for evaluation the effectiveness of problem situation solving. An outlook on the mutual task, a correlation of scattered information, the identification all factors that have an influence on the problem, the identification a better option of solving. The availability of motive to demand high standards of personal achievements; a motive to increase personal achievements.	evaluation
10	The availability of skills: the communicative disposition identification, the promotion and the implementation of an impact strategy, the analysis of business negotiations, a round-table conference, a seminar, the analysis of resources for the project implementation, the designing and making suggestions based on the gained experience. The availability of the ability to write a production practice report on your own, the ability to choose a leadership style and management impact based on the analysis of the situation and the features of the problem. The availability of skills and abilities to unite the teams for mutual problems solving. The openness to the ideas and suggestions of surrounding people.	

The experts observed the decisions of the cases in groups worked on the individual tasks, analyzed the questions of the students that were appeared during the work progress when the decision of the case was done at homework. The distribution of roles in the groups (the case decision, the presentation of the decision, report writing and so on) was also monitored. The experts were able to choose on their own which students would make a presentation about the case decision in order to ensure the inclusion of all students in the work. In accordance with the proposed scale an independent expert group and an instructor evaluated the success of formation the competencies.

4. RESULTS AND DISCUSSION

For the evaluation of the development of competencies of prospective teacers the control points were chosen as the resources of expert evaluation: before the beginning of the study experiment, a short-term (in the middle of the study) and a long-term (at the end of study experiment) periods that corresponded to the first and the second semesters of studying. The results of the evaluation are presented in table 2.

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Table 2: The results of the experts evaluation the competencies of participants of the experimental group at the beginning and at the end of the experiment (%)

Score	1	2	3	4	5	6	7	8	9	10
Before the experiment	0	0	14.2	31.6	43.6	10.6	4	0	0	0
A short-term period	0	0	0	32.4	44.2	16.4	7	0	0	0
A long-term period	0	0	0	0	6.4	10.7	28.3	34.8	10.2	9.6

Having considered this table, we can make a conclusion about the positive dynamic of the expert evaluation which means the increasing a level of competencies of pre-service teachers. At the end of the experiment, the 9.6% of the experimental group scored the highest number of points (10), the 10.2% scored 9 points which corresponds to the level of "evaluation". Therefore, these students demonstrate the ability to identify the problem in the conditions of limited information, they are able to analyze resources for the realization of the project, can choose their own leadership style and allocate the information which is necessary for decision making. The majority of students – the 34.8% of the experimental group scored 8 points of the expert evaluation which corresponds to the level of "synthesis" as well. The 28.3% of students scored 7 points of the expert evaluation which corresponds to the level of "analysis". The 10.7% scored 6 points of expert evaluation; the 6.4% scored 5 points which corresponds to the level of "application".

Simultaniuously, it is pointed out a lower percentage of the increment of allocated indicators in the control group. At the end of the experiment the 21.4% of students of the control group scored 5 points of the expert evaluation, the 30.7% scored 6 points which corresponds to the level of "application". Averagely, 24.5% and 23.4% of the students scored 7 and 8 points of the expert evaluation which corresponds to levels of "analysis" and "synthesis" respectively.

Therefore, the experts pointed out the good results of the implementation the case method in the education process of prospective teachers.

The external evaluation of activities is insufficient in terms of competency education and it is important that it corresponds to the self-esteem of testees. The work of a competent specialist should be conscious and has a personal nature. That is why, a questionnaire in which each of the students was asked to analyze their activities and to express their attitude towards the mentioned statements was developed for the self-evaluation of pre-service teachers. The higher number of points corresponds to the highest level of awareness the activity, the acceptance of the educational process as personally meaningful (table 3).

Table 3: The results of self-evaluation the participants of the experimental (EG) and control (CG) groups at the end of the experiment (%)

Group	The high results	The medium results	The low results
EG	55.6	37.1	7.3
CG	10.8	57.8	31.4

The table illustrates that the students of the experimental group have higher indicators of the self-evaluation. The 55.6% correspond to the high level, the 37.1% – to the medium level and the 7.3% – to the low level, while the students of the control group have other indicators: the 10.8% correspond to the high level, the 57.8% – to the medium level and the 34.4% – to the low level. The number of students of the experimental group who received the highest points of the expert evaluation is higher than in the control group.

Thereafter, we examined the correlation between the number of points of the expert evaluation and the self-evaluation of students of the experimental group. The coefficient of Spearman's rank correlation r_s was calculated according to the formula and stands at 0.91. The received value is higher than the critical value for $r_{cr} = 0.42$ that proves the availability the connection between the points of expert evaluation and the points of the self-evaluation of students after the experiment.

The data of the expert evaluation are confirmed by the data of the psychological diagnostics. The acceptance of educational goals by the students of the experimental group is confirmed by the data which are received with the help of Ilina's method of evaluation the motivation of studying at the university (table 4) and the method of evaluation the motivational orientation by A. Mekhrabian (table 5).

Table 4: The motivation of students of the experimental (EG) and control (CG) groups to study at university before the experiment (1) and in the long-term period (2) (%)

Group	Acquiring knowledge		Mastering the profession		Getting a diploma	
	1	2	1	2	1	2
EG	23.4	43.5	34.7	51.4	41.9	5.1
CG	24.6	24.8	30.8	34.9	44.6	40.3

As the table shows, the majority of students of the experimental group came to the conclusion about the necessity to realize themselves as a teacher.

Table 5: The evaluation of the motivational orientation of the students of the experimental (EG) and control (CG) groups before the experiment (1) and in a long-term period (2) (%)

Group	The motivation to achieve a success		The motivation to avoid a misfortune	
	1	2	1	2
EG	29.3	72.8	70.7	27.2
CG	29.6	39.6	70.4	60.4

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The number of prospective teachers of the experimental group who has an increasing motivation to achieve a success is higher than in the control group. The positive motivational orientation is an important component of the process of professional development. The data of the expert evaluation are confirmed by the data of the psychological diagnostics and the scores of the students' self-evaluation. The data that were received during the research allow approving the effectiveness of designed and introduced in the educational process models and technologies which promote the formation and development the system of competencies and integrate its individual elements.

During the experimental research we received additional results which confirmed the validity and effectiveness of the proposed technology, such as:

- changing the attitude towards getting the higher education, the reorientation of professional motivation and the reorientation towards the need of gaining professional experience in the educational process;
- the level of professional and personal development of participants of the experimental group becomes a reference point for the control group because the advantage of participants of the first group is identified by the availability of the professionally important competencies such as the ability to solve practical issues in a timely and non-standard manner on your own; the ability to set priorities in the activity; the availability of professional skills; the confidence in your competency in a number of productive issues.

As a result of mastering the case, students develop the following skills:

a) analytical and gnostic: analyze information, classify, distinguish significant and irrelevant information, analyze, present it, find gaps in information and restore them; investigate situations objectively; develop a decision-making algorithm and an action plan focused on the expected result;

b) practical: put into practice academic theory, general scientific and specific methods and principles; make the right decisions in conditions of uncertainty; develop a decision-making algorithm; investigate situations objectively; develop an action plan focused on achieving the expected result; make a short, convincing report; take into account the opinions of other experts on the problem that is considered in making the final decision;

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c) creative: generate alternative solutions that cannot be solved logically;

d) communicative: take part in the discussion, convince others, use visual material and other media, cooperate in groups, defend one's opinion, persuade opponents;

e) social: evaluate people's behavior, listen, support the discussion, argue the opposite opinion, conduct introspection, etc.

The results of the research show that the students have changed the attitude towards the educational process at the institution of higher education. It was also pointed out that there is a direct correlation between the level of motivation for making a success and a success of forming the professional competency. The obtained results support other researchers' investigation (Beverland & Lindgreen, 2010; Lee & Saunders, 2017; Yazan, 2015).

A number of methodological recommendations must be followed during the realization the technology of working on study cases in the framework of the integration of designed technology in the educational process: the choice of goals and tasks is preceded by the implementation of the cases in the educational process; the study cases should have an integrative and a professionally aimed nature that corresponds to the competent education; the results of work on the cases should be reflected in the students' portfolios; the study case should contain the moral and physiological problems which lead to the discussion, the work with cases should be systematic.

As the size of the sample is rather small, the survey results cannot be generalized as the sample (n=96) selected cannot exemplify the entire population at large. Rather, this study should be considered as an exploratory investigation that has the goal of identifying possible issues and trends for further research.

5. CONCLUSIONS

Having analyzed the results received using the psycho-pedagogical methods, the expert evaluation and the self-evaluation, as well as having summarized the results of the monitoring the process of professional development of students of the experimental group, we came to the conclusion that with the help of cases it is possible to organize the competent education that promotes the competent system genesis.

Different methods and evaluation tools were used during the research that based on the complexity and versatility of the explored concept. Having analyzed the received data, we came

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to the conclusion about a correlation the elements of the competencies and the possibility to combine them into a system that has an emergent quality. Knowledge, skills, competencies, the motivation, values and personal qualities, the work experience are developing and entail the development of the system, while not being an element of the system, they could not fully develop. Furthermore, the quantitative accumulation of any of the components would not mean the possibility to realize them in case of the lack of the motivation.

The systematicity of the competency is also confirmed by the results of psychological and pedagogical measurements which show an increase of all allocated indicators. The attitude of the students of the experimental group to the educational process has changed; the studied information was perceived consciously and was applied in different aspects: in terms of the meaning of the studied discipline, in terms of the meaning of mastered profession and in the applied aspect for solving a specific task.

The results of the diagnostics, the expert opinion, the analysis of the dynamics the academic success of students, the self-evaluation of the students give an opportunity to draw the conclusion about the more effective formation the students' competencies of the experimental group than students of the control group.

The analysis of the results of the experiment confirms the proposal hypothesis and proves that the use of technology of studying by using the case method got a positive result.

Thus, in the study, the technology with the using of case method in the prospective teachers' training was designed and the results of academic progress were monitored. The designed technology of work on cases was based on the principles of the competent education. The diagnostic methods were chosen in accordance with the goals of the study experiment that allowed monitoring the dynamics of the researched qualities.

The expert evaluation was based on the developed scale of 10 in accordance with the cognitive levels: knowledge, understanding, application, analysis, synthesis and evaluation. The experiment has proved that forming and control the competencies with the help of designed technology are more productive that allows making a conclusion about its productivity as well as the effectiveness of created pedagogical conditions.

The introduction of cases in the educational process allows prospective teachers to immerse themselves in the world of real practice, in contrast to purely theoretical training,

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which significantly increases the level of training of graduates of pedagogical universities and allows them to adapt quickly to the workplace.

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