

# The Use of Case-Technology in Teaching

Yousef Ibrahim Daradkeh, Saltanat Rakhimbekova

**Abstract**—The article gives a cosmetic analysis of the use of case technologies in teaching the discipline of the humanities. The analysis is built on considering solutions of case study tasks in groups at seminars. The article considers the use of information and communication technology in solving case study tasks. To meet the basic objectives of the described course, students have used the process of solving cases for the performance of various kinds of activity in the job. In addition, they had to use innovative technology, for the adoption of a decision of a problem. Programs such as Power Point, Prezi, and Excel must be used when one solves cases during the course.

**Keywords**—Case technology, information technologies, group project, communication equilibrium, pedagogic technology, brain storm.

## I. INTRODUCTION

Although considerable efforts are usually made to study the methods of teaching Kazakh, English, and Russian in the higher educational institutions, the results may not coincide with the efforts made in the first place at the end. To be precise, the quality of learning outcomes does not favorably differ from the effort spent on teaching. Are students, teachers and/or the environment are the reason? In this paper, we study our experience in teaching the practical area of Practical Kazakh language in large groups and evaluate the results of this experience with the goal of implementing a reflexive approach for improving the learning and teaching of the Kazakh language in large groups. Firstly, we present a research method where the use of case technology in the teaching of the discipline of the humanities cycle is considered. Then, we submit the comments on the results obtained in the exams, homework on group projects, and discussions on informal feedback assessment from students and teachers, group project management and an agenda for the reflective lecturer / teacher. Finally, a conclusion summarizing the main results of this study was drawn.

## II. THE RESEARCH METHOD

Before describing the method that we used in carrying out this research, we firstly represent the explored module of the Kazakh language and its objectives. The module "Kazakh language" is taught as an obligatory component of education in higher educational institutions of the Republic of Kazakhstan. This module is the first year. The number of students in one group in this module is about 20 students of

full and part-time mixed sex (10 men and 10 women). During one academic year, 72 one-hour practical classes are conducted for 24 weeks. And practical classes have the same schedule. This module highlights a number of key problems, including teamwork, the solution of certain tasks that I set before students by using various case studies. It is believed that practical classes along with the content of performing lexical and grammatical exercises, contains essays or reports. In this case, the use of a case-study is necessary to develop a specific task or situation in front of a group of students, which they must solve on their own. Not always students are in the classroom, there are those who admitted to distance learning and it is for them we developed the electronic educational and methodical complex discipline that includes case tasks, lexical and grammatical exercises, texts and dictionaries with tests. The case technology is increasingly including electronic training manuals (online tutorials). Electronic textbook as a software for educational purposes can be represented as a system consisting of two subsystems: information (content part) and software" [1]. The information part of the textbook or the teaching and methodological complex of the discipline usually contains the material of a traditionally printed collection. There are methodological recommendations for the study of discipline, multimedia products, grammatical and lexical tasks and exercises, tests, questions for self-control, crosswords, and drawings. The trainee can use methodological instructions for studying a topic, textbooks and teaching aids with tests for self-control, video lectures, and multimedia. The effect of computer training increases with the increase in the share of material given by a teacher. "Educational slide-lectures and video films are effective tools for distance learning, which have their advantages over classical lectures, because they are characterized by a maximum informativeness, a clear structure of the material and the most accessible form of its presentation. The possibility of their replication and rapid delivery to the branches and representative offices of distance learning have made video films and slide lectures effective components of distance learning" [1]. It is very convenient for self-study and similar to the method of Khan. The trainee receives tasks by mail and a complete set of rules and tasks for solving a specific exercise. He can independently study thoroughly the rules several times and focus on the completion of both individual tasks and teamwork". Case studies, where the word "case" has the meaning "set", are most widely used in correspondence education: content (textbooks) and methodological manuals in the form of training sets (cases) are given directly to the student or sent to him by mail (correspondent learning came out of here). As a rule, feedback is also provided by mail - questions to the teacher through the completed course works

Yousef Ibrahim Daradkeh is with Prince Sattam bin Abdulaziz University, (e-mail: daradkeh@yahoo.ca).  
Saltanat Rakhimbekova is with Kazakh University of Economics, Finance and International Trade (e-mail: saltanat.nur@mail.ru).

and other activities "[1]. To provide the skills needed to master the language of a working environment, students work on exercises in groups where they are exposed to project management, designing requirements (where students collect, analyze and specify requirements to certain subjects and problem in the Kazakh language), essay writing, drafting text dialogs, and material testing. In addition, each student presents an individual report that addresses the problems, lessons and future improvements of his / her project taken associated with his / her individual curriculum. The results of each group work were recorded in accordance with the achievements in the areas as described above. Moreover, the exam for this module was designed in a way to reflect the achievements of students in different fields in accordance with the learning outcomes of the module. The results of the exams were carefully moderated, and the marks obtained in each section of the exam were recorded. Furthermore, the results of training students in the assignment and examination, and especially in similar subject areas, for example, Professional Kazakh language, International Legal Terminology, Academic Writing were compared. Lately, reviews of students and teachers were analyzed.

### III. THE REFLECTIVE PROCESS

The ultimate goal of this study is to use the results and conclusions obtained (on the basis of the data and facts gathered above) in a reflexive manner in order to improve learning and teaching of the Kazakh language using innovative communicative technologies while solving the task of a case study in a large and small group. It is planned that this ultimate goal can be achieved by studying the following problems:

What went wrong in the group projects while solving the case tasks? Are there any fail areas? How can they be categorized?

- Were there positive results? If yes, which ones? Are they connected to homework, group work or both?
- Were there any specific commentaries on making group projects and project management?
- Is it easy for students to solve the case tasks in a group?
- Were there common fields where students' success was the same as at exam and control work? If yes, is the level of students' success involved?
- Was the feedback of students received during group and practical lessons in accordance with the mentioned results?

After the results of the above-mentioned problems are received, a case will be formulated with proposals for improving the teaching and learning of the Kazakh language. It is necessary to consider methods of solving case problems. "Case study method - can be called a method of analysis of specific situations (from the English" case "- case). Students are encouraged to comprehend the real life situation, the description of which simultaneously reflects not only any practical problem, but also updates a certain set of knowledge that must be learned while solving this problem. The problem itself does not have unique solutions [2]. Cases which required the work of students in mini-teams led by team captain had been drawn up to address a specific task, to

develop the skills of speaking and mastering the rules of a particular topic. All themes were taken from the typical work program, drawn up in the light of the specialty of a certain group. We consider the work with students 1 specialty "Finance".

### IV. OUTCOMES OF UNDERTAKING COURSEWORK

Homework in this module is a group work project. Students must be in a group of four or five people. Members of a group should be written officially at the same session to make group management by teacher convenient. They must be in the same group where they are written initially for vital cycle project. Although these are our guiding principles, but managing the groups of different abilities, attitudes, efficiency is not an easy task. Individual assessment of each participant in the group is based on the results of the group, its contribution to the group and self-critical evaluation of his/her experience in the implementation of the project, where students analyze critically the main problems facing the project, lessons and future improvements of the project as well as to improve the problem.

To meet the basic objectives of this module, students have used the process of solving cases for performance of various kinds of activity in the job. In addition, they had to use an active grammar and vocabulary of a particular lesson. Moreover, students had to use in solving their cases, innovative technology, for the adoption of a decision of a problem. Programs such as Power Point, Prezi, and Excel must be used when one solves cases via program Power Point. Students prepare their presentations that are convenient to display a specific purpose case. Prezi programming enables students to pitch ideas for solving a certain case. As for Excel, it leads students to the precise calculations needed for a case. It should be noted that in some sense all pedagogical technologies (understood as the above methods) are informational, since the educational process is impossible without the exchange of information between the teacher and the trainee. However, in the modern sense, information technology of education is a pedagogical technology that uses special methods, software and hardware (cinema, audio and video equipment, computers, and telecommunications networks) to work with information " [3]. Based on the results of the group work of students, the following can be noted:

Project management: the initial project plan is presented to solve the task of a specific case with the phases, results, and variables of the tasks, if any. Changes to the original project plan were to be shown in accordance with the progress of the project in addition to the key meeting protocols in the project.

- Requirement document: with special attention to functional, non-functional requirements for solving case problems, using innovative computer technologies to solve assigned problems, system evolution, and glossary of terms used in the project.

- Design document: Power Point, Prezi, and Excel programs are used to solve case problems and obtain expected results. For further support of creative thinking, students were invited to provide more feedback to describe

the problem of the case study, directly related to the topic of a particular practical lesson.

- Prototype: students need to develop slides for a particular topic when solving a case problem, they use certain programs to display the results of solving the task of the case, show the purpose and several types of case solutions. For convenience, students use a set of topic abbreviations and a glossary.

- Table of the results of the solution of the task of the case: the results of the solution of the task of the case should be displayed in the tables, for the convenience of monitoring and mapping the relationship between these solutions.

Table № 1. Results of solving the case tasks Age Product types Dairy Flourey Nappies Wine Water Medicine Cell telephone

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Age	Product types						
	Dairy	Flourey	Nappies	Wine	Water	Medicine	Cell telephone
1-5	+	+	+		+	+	
5-10	+	+			+	+	+
10-16	+	+			+	+	+
16-25	+	+			+	+	+
25-45	+	+		+	+	+	+
45-65	+	+		+	+	+	+

A Table 1 shows the types of certain products and the need for people in them is indicated by the "+" sign. Students faced with the task of identifying initially the necessary food or use, which are necessary for a person as they grow and grow older. The teacher selects a case or a problem from real life, for example, a table of products. The context of the situation is indicated - the context of the place, the features of the action and the participants in the situation, identified by age categories. The students' present comments on the situation, which helps them to develop their spoken language effectively and fix the active vocabulary of the lesson, questions, and tasks for working with the case are given. Students, conduct a constructive dialogue with each other, working in micro groups to discuss and come to a definite solution of the task of the case assigned to them. The purpose of the case: to help students learn the active vocabulary of the lesson, by memorizing certain terms inherent in the specialty "Finance". Actions in the case are either given in the description, and then they need to be comprehended (consequences, effectiveness), or they should be proposed as a way of solving the problem. But in any case, the development of a model of practical action is an effective tool for the formation of trainee's professional qualities" [2]. Before the students aim to fill the table, taking into account the needs of buyers in the market products. They are considering the price, the novelty and popularity of any product, make conclusions on the table its calculations. Thereby develops a communicative potential learner, he/she learns to work in a team, clearly express her/his opinion, to analyze the situation and to make concrete conclusions. The case-study method is not just a methodological novelty; the dissemination of the method is directly related to changes in the current situation in education. It can be said that the

method is directed not so much at the development of specific knowledge or skills, but rather in the development of the general intellectual and communicative potential of the student and teacher" [2]. The results of the evaluation of group projects show that the most effective is the assessment of students by the students themselves. Although the student's progress in project management was low, it can be considered acceptable, given that this was associated with first-year students who had not previously participated in the group project, except for those who (received high marks) did not miss the new topic of the lesson. In addition, students for the first time solved the case problems of this kind, without having a complete concept of certain economic terms. In this regard, it is possible to note the interconnection of such disciplines as "Introduction to Economic Theory", "Introduction to Finance" with the discipline of the humanitarian cycle "Kazakh Language". In order to enhance the effectiveness of the work of students in the discipline "the Kazakh language", you can consider increasing the number of practical training, increasing the number of sessions in these areas, using methods such as debates. When solving the task, students reflect on certain situations spend analysis. They analyze a particular situation. It can be a problem analysis that identifies the problem, the formation of a problematic field, where an analysis of the problematic content of a particular situation is shown, an analysis of the problematic conditions of the situation, an analysis of the problematic consequences of the situation. Along with this, a prognostic analysis can be used that forms predictions regarding the future development of the situation. Here, you may want to consider the normative forecasting analysis, when you set the future state of the system and identify ways to achieve future goals. All of this is to encourage the student to one of the sources of case study-science, which reflects the novelty of a task of a case. Case studies themselves can develop in sequence both practical training and research. Here it is possible to single out practical cases that reflect absolutely real life situations; Training cases, the main task of which is training, research cases focused on the implementation of research activities "[2.9p.]. Practical classes mainly use a practical case that will help to reflect the life situation in detail. The tasks of the case must be relevant and understandable to a learner, they must be from the very environment in which students live, must correspond to the life situations of society. Students feel more confident if they know the environment and the context in which the events described in the cases take place, it is much harder for them to discuss the American environment, the behavior, and motives of American or other foreign consumers. The teacher also feels more confident, conducting a discussion of the case, which is based on local material, because he knows both the field and the enterprise better. In the end, when discussing such cases, there is a unique opportunity to invite the head of the enterprise" [2]. When drawing up case problems, one can confine oneself to the activity of an enterprise, its goods, and services. Inviting his employee or manager, you can establish feedback between consumers, which will be presented by students and the manufacturer. The cognitive

activity of students develops as future specialists in the specialty "Finance".

## V. ANALYSIS OF EXAM RESULTS

One exam (comprehensive) was held, which took place at the end of the 2002/2003 school year and accounted for 60% of the final grade. The exam had compulsory sections and optional. The concentration on the exam was related to the evaluation of the learning outcomes in a number of areas, including the solutions of the case study tasks. Areas with low productivity were considered for improving lectures and practical exercises, with special attention to key issues (and less focus on minor issues) that students should study at this particular level of the module. We propose to name the achievement ratio of the course work of the exam as the average degree of difference in achievement between the group project (homework) and the exam. Thus, it gives us an indication that, although we encourage joint work on the nature of solving the tasks of the case-study in practice, the question still remains whether this always leads to a better achievement in the subject area at the individual level. On the one hand, it can be argued that this is the responsibility of a person or student. On the other hand, this requires the need for mechanisms to study individual achievements within the group. One of the methods that we found useful and used in the subsequent teaching of this module in 2002/2003 was to use meetings with groups in accordance with the planned milestones during the implementation of group projects to solve the case problems.

## VI. DISCUSSION

6.1. Analysis and Assessment of Evidence examine the analysis and evaluation of the collected evidence, it is necessary to consider the table of success in learning by the case study method of students of different years. In the table, we will present a scale of successes of trainees in the case-study method between different training courses.

Table № 2

№	Year	Year of study		
		2002	2003	2006
1	1-year Bachelor's students	45%	68%	90%
2	1-year Master's students	65%	88%	95%

As can be seen from the table No. 1 in different years, the scale of student success among which there are undergraduate students who most recently entered and studied in the first year, along with them, the scale of success of undergraduates of the first year who have completed the bachelor's degree and worked on solving the problems of the case-study. The same was done postgraduate students who finished received bachelor's degree and had been working on cases for 4-5 years. For many reasons, low interest rates are due to the fact that students for one reason or another did not attend the main practical classes, where the teacher explains a new topic. Consequently, it was much more difficult for them to learn the active vocabulary of the lesson

independently without using electronic textbooks and keys to the solution of certain case problems. As the introduction of electronic textbooks and use of innovative communication technologies teaching scale success percentage students to become better with each passing year. Students share information by working as a team in meeting the challenges of the case studies, they also worked creatively, building on their pronunciation, elocution, grammar, and enriching their vocabulary. As lexical topics of cognitive nature and contain information on history, geography, art and creativity, the teacher sharing information with his trainees brings up a patriotic spirit in them, improves the formed moral concepts, learns new with them and improves themselves. The importance of the possession of information can be seen already from the fact that each of the stages of human development is due to the mastery of certain information. Therefore, we can say that all efforts of the society are aimed at obtaining and processing information. Information is obtained as a result of a human creative activity. In the future, it may be transmitted, stored, encrypted and destroyed.

In General, information stands as a product of society's life, and as one of its main resources, along with resources such as natural and energy resources. However, unlike physical resources, the amount of information in the development of society is not decreasing and increasing. If the problem with material resources is how to get them, then with information - everything is the opposite" [4]. It is through using various types of information in solving case problems that students and undergraduates learn the language by learning a culture. They conduct discussions on various topics. It makes possible to consider what possibilities give us the relationship of language subjects with such disciplines as "Cult urology", "Modern History", "Geography", "Logic", "Foundations of Law", "General Linguistics". Considering the global problems existing in the world, another important task of the teacher is the education of the patriotic spirit and the moral and ethical education of a trainee. In this regard, we developed a special course "Kazakh language as the basis for the education of Kazakhstan's patriotism", methodical instructions for the spiritual and moral development of the personality of students in seminars on the Kazakh language. It is called an educational and methodological manual "The Kazakh language and the problems of patriotic education of youth."

## 6.2. Project Management

Reading individual reports of students on the conclusions of the case problems, it was clear to me that there is at least one problem related to communication, coordination, team leadership, the absence of project meetings. Some members did not have results in accordance with the planned milestones, one or two people were excluded from the team or were new to the team. These problems exerted less influence on the groups where students were better at working in a team, and also the presence of mature students who had earlier experience in practical implementation of projects, for example, students who regularly attend practical classes where the teacher explains a new topic. To

help reduce the impact of these problems, the following measures were proposed in the 2005/2006 school year:

- A survey was conducted among students and teachers, revealing the pros and cons of a case or topic. Questioning one of the ways of monitoring the educational process was applied anonymously. Having revealed the advantages, and especially the minuses of the case problems, we already knew in what direction to change this or that case problem, how to simplify it or complicate it for more effective mastering of the learning material by the trainees. "One of the most important concepts related to control is the concept of intention. Moreover, in the definition of intention and control often associated with a vicious circle: intent to include R an introduction to the subject of the possibility to R and thus that R controlled [5]. To control the problem solving case studies, it was decided to work with students, inviting them to make their several ways to solve case studies.

Students have developed several ways to solve one of the case problems, which make the learner find the best social exit through logical thinking. The educator, determining the correct solution of the problem in his opinion, is primarily based on his knowledge, the environment or the environment to which he aspires, for example, it may be a future scientist and a scientific environment, or a future teacher and pedagogical environment, and so on. The learner always has an alternative solution. Therefore, both movements, both ways, corresponding to them, were considered as alternative and the choice for themselves was determined by the circumstances of life, social status, desires and intentions" [6]. Undoubtedly, life circumstances influence the environment and many decisions of the individual. The task of the teacher is solving the case problems together with the students and show them alternative ways of completing not only these tasks but also life situations. This teaches the student to come to the decision that is right in their opinion and not is influenced from the outside. It should be noted that the trainer has always substantiated his conclusions on the basis of quotations from famous scientists, leading specialists and philosophers. "The quote is used not only as a rhetorical device, but also for information purposes. The author resorts to it to justify any provisions of the text or as a primary source of valuable facts." [7]

- Meetings of students with practitioners of a certain specialty were organized. In this case, since it is a question of the specialty "Finance", discussions were organized and conducted by the leading specialists of this specialty. The Leading specialists along with the teacher participated in the discussion of the draft decision of the case problem with the aim to help the students by the example of practice, showing any of their achievements or mistakes. Having considered several case study solutions, the specialists along with the students found the correct solution of the problem using actual facts in their field. It is also important to note that the dialogue of students with the leading specialist leads the students to the formation of special communication skills, as a future perspective specialist, forming a horizontal communicative balance. "Horizontal communicative equilibrium is an adequate implementation in accordance

with the rules of the role of an equal interlocutor in the society - according to the degree of acquaintance, age, official position, social status, etc. To reach a horizontal communicative balance is to justify the role expectations of your peers, to talk with interlocutors within the framework of the rules of courtesy and respect accepted in society "[8. 25 sec.]. It should be noted that the entire dialogue of project participants was in Kazakh, which allowed in practice to strengthen their knowledge of this discipline, to memorize and to learn the necessary terms and active vocabulary of the lesson. Events were created and caused the emergence of other events that developed the active vocabulary of the lesson." Events (and in general situations) that cause one another can be built into a causal sequence where each event (or situation) is a partial cause of the next" [5].

Taking abovementioned ideas into consideration, I must say that we agree with the idea of I.A. Sternin: "When we tell about fictional events, it is important for us that listeners find the events interesting. It is important to convey not so much the chronology of events as their attitude towards their participants "[8]. Indeed, when solving certain tasks of the case-study, the students reveal the problems and prospects for their solution, share their opinions, empathize with certain personalities that are reflected in the case. It is possible to find out whether the case is interesting to the learner, whether he/she has approached creatively the solution of the case problem, whether he/she will continue developing several solutions, or he/she will stop at one, two, in order to close the topic of solving the case-study problem as soon as possible.

### 6.3. Agenda for Higher Education Lecturer

In general, there are many methods by which academics may give lectures or practical exercises, for example, the presentation of the agenda of the open sessions, explaining the rules, perform case tasks through the use of slides and handouts, the effective use of electronic textbooks and methodical recommendations, etc.. Each teacher is distinguished by his/her charisma, deep knowledge, methods of conducting classes, manner of speech and oratory. All these are integral parts of one whole, which allows achieving an effective result in teaching your discipline. It is the teacher who contributes to the development of the learning personality of such qualities as self-control, independent decision-making, self-correction, thereby developing traditional training and improving its development path. The case studies play a major role that forces the learner to work independently in a team with other students, to prove their case in a given task, defend his/her position. The tutor is excellent at explaining the topic, involving a trainee in a specific topic, proving that the topic is needed for the trainee. Being confident in the above-mentioned, student will effectively and carefully study a particular topic. "For non-traditional (they are called conditionally active and intensive) technologies are characterized by intensive delivering, the active position and a high degree of autonomy, the constant internal feedback (self-monitoring and self-correction), dialogue- and problem-based feature. They, in fact, absorbed and develop further and many

features of effective traditional education. That is why it is better to even designate them as modern" [3].

In addition in order to be a more effective teacher in higher education, the following should be considered:

1. Teachers should take into account the number of hours devoted to a specific topic. He/she must explain a new topic to the audience and must give it for self-study.

2. In case of studies, a teacher must apply brainstorm in order to achieve more effective results. "Brain storm is one of the most effective techniques of producing new ideas. Its essence lies in the collective search for unconventional ways to solve the problem" [9]. Applying a brainstorm (BS), the teacher forces students to use as much vocabulary as possible on a specific language subject, develops an active vocabulary of the lesson. It is important that students express their ideas on an issue, and it must be borne in mind. During the initial stage of a specific case study, the students should not necessarily immediately come to the correct decision. By trial and error, developing and enlarging your vocabulary, the students are gradually coming to the right decision. They will have studied active vocabulary of a lesson by that time. "The emphasis in BS is on the number of ideas expressed, not on their quality. During BS, any idea is recorded, no matter how ridiculous it may seem at first glance. At the stage of generating ideas, the criticism is completely prohibited, because, as a rule, every idea is useful because it stimulates others. Such work continues until the participants exhaust all their ideas on the issue under consideration. During the BS, team members work as powerful generators of ideas, because they are not burdened with the need to justify their proposals" [9]

3. The teacher should use information technology, so that the student can open an electronic textbook independently to repeat or read a rule or statement. Teaching with the help of information technology allows students to cover and study independently the topic if they have been absent. The role of computers is to store and accumulate information. It is very important in the teaching linguistic disciplines, since the teacher can use the electronic textbooks to distance the student and help him with the selection of various materials on a particular topic. "Information technology is based on numerous and diverse media, among which the most important one is computing systems that accumulate, store and recycle information» [10].

4. The teacher should use presentations created with using computer technology along with handouts. This will help him/her to explain effectively the topic of the lesson, and make the students be interested. It will enable the student to memorize the rules and the active vocabulary of the lesson. "Presentation means the transmission or presentation of an audience of new information for it, i.e. In general, a presentation is a demonstration of materials for public speaking" [11].

## VII. CONCLUSION

The ultimate goal of this study was the effective use of innovative computer technologies to solve the task case group projects with the aim to improve learning and teaching language subjects. This research led me to further

development on the basis of case studies, methodological recommendations and course of educational and methodical manuals on discipline "the Kazakh language". In the course of development, along with popular goals and tasks of humanitarian disciplines, we applied the methodology for the development of spiritual and moral education of students in higher education. This technique in my works is closely connected with the case study and helps develop a patriotic and spiritual and moral direction in the education of the student. "Spiritual and moral development of the learner is the most important part of the efficiency of the educational process. Spiritual and moral development of the individual student as a way to achieve spiritual and moral intelligence as a process of development of its spiritual and moral capacity through the exteriorization and interpretation of the educational potential of academic disciplines. In this regard, it is undeniable that the disciplines of the social and humanitarian cycle take first place here. Therefore, the modernization of social and humanitarian education, in our opinion, is revealing its spiritual and moral potential, a maximum realization of the spiritual and moral orientation of the educational disciplines in the process of teaching them, developing additional teaching and methodological courses with a spiritual and moral content" [12].

While using the technique of conducting debates in the team solution of case problems, it is necessary to develop the skills of creative and critical thinking, which is of paramount importance in the development of the complete personality of the learner. To carry out the design work to address case tasks with students' teacher need more time to prepare the necessary material for the use of innovative communication technologies in teaching humanities. We believe that this study is a step forward towards educational research that will help improve training activities.

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