

# A CASE STUDY AS A METHOD IN IMPROVING CRITICAL THINKING OF THE STUDENTS IN THE EXPERIENCE OF DEVELOPED COUNTRIES

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***Annotatsiya:** Tanqidiy fikrlash qobiliyatlari, axborotni tahlil qilish va baholash qobiliyati juda muhim bo'lgan tez o'zgaruvchan dunyoda talabalar uchun juda muhimdir. Ushbu maqola rivojlangan mamlakatlarda talabalar o'rtasida tanqidiy fikrlash qobiliyatini oshirish usuli sifatida Case Study metodidan foydalanish samaradorligini o'rganadi. Maqolada rivojlangan mamlakatlardagi ta'lim muassasalarining pedagogik yondashuv sifatida Case Study joriy etgan tajribalari o'rganiladi.*

***Kalit so'zlar:** Case Study, tanqidiy fikrlash, pedagogika, rivojlangan mamlakatlar, muammolarni hal qilish, ta'lim, sifatli tadqiqot usullari.*

***Аннотация:** Навыки критического мышления имеют решающее значение в быстро меняющемся мире, где умение анализировать и оценивать информацию имеет важное значение. В этой статье исследуется эффективность использования Case Study как метода развития навыков критического мышления среди студентов в развитых странах. В статью изучается опыт образовательных учреждений в развитых странах, которые внедрили Case Study в качестве педагогического подхода.*

***Ключевые слова:** Case Study, критическое мышление, педагогика, развитые страны, решение проблем, образование, качественные методы исследования*

***Abstract:** Critical thinking skills are crucial for students in a rapidly changing world, where the ability to analyze and evaluate information is essential. This article explores the effectiveness of using case studies as a method to enhance critical thinking skills among students in developed countries. The article investigates the*

*experiences of educational institutions in developed countries that have implemented case studies as a pedagogical approach.*

**Keywords:** *case study, critical thinking, pedagogy, developed countries, problem-solving, education, qualitative research*

**Introduction.** The capacity to engage in critical reading and writing is crucial for not only university students but at school also, as they face numerous challenging assignments during their studies. Without proficient critical thinking skills, they would struggle to navigate these tasks and thrive academically. Critical reading and writing skills culminate in one's ability to think critically, as Cottrell (2005) emphasized. Furthermore, an educator, Barras (2005) asserts that critical thinking skills remain necessary long after graduation, enabling individuals to excel in both personal and professional spheres. Life presents a multitude of issues that demand analysis, evaluation, and problem-solving. The stronger one's critical thinking skills, the more likely they are to effectively tackle difficult problems and avoid the consequences of poor decision-making.

Critical thinking skills education is strongly advocated for in the United States. The case-based approach has gained significant traction in numerous American colleges and universities. Harvard University played a pioneering role in implementing this method across various departments. While initially applied in medical schools, law schools, and business schools, the case-based approach has now been embraced by a wide range of disciplines (Erskine et al., 1998; Ellet, 2018; Zerrillo, 2019). Given its effectiveness and popularity, many countries, including Indonesia, have also adopted this approach (Hendarwati et al., 2021).

The case-study method is an active learning approach that utilizes non-game simulation to engage students. It fosters the development of group and teamwork skills, thereby enhancing students' problem-solving abilities within the context of the subject being studied. When engaging in case studies, students are required to comprehend the situation, evaluate the environment, identify potential problems, determine their role in addressing the problem, and formulate an appropriate plan of

action. The case-study method typically consists of four stages: preparatory, introductory, analytical, and final.

Internationally, the case-study method is most commonly employed in the teaching of economics and business studies. Its origins can be traced back to its application in the teaching process at Harvard University School of Law in 1870. Two classic schools of case studies have emerged: the Harvard (American) school and the Manchester (European) school. The American approach focuses on finding the single correct solution, while the European approach allows for multiple problem-solving variations. American cases tend to be longer, comprising approximately 20-25 pages of text and 8-10 pages of illustrations, whereas European cases are approximately 1.5-2 times shorter.

Presently, the case-study method holds a prominent position in education and is extensively utilized in international business programs as one of the most effective means of teaching students the skills necessary to solve typical problems. Although teachers of economic disciplines in our country were aware of the case-study method as early as the 1920s, interest in its application only emerged towards the end of the twentieth century.

The case study method encompasses approximately 30 variations, one of which is the case study technique. This approach to learning involves the examination of real-life situations (referred to as "cases") and requires trainees to analyze the situation, grasp the underlying problems, propose potential solutions, and select the most suitable one. The case method focuses on significant accomplishments in the realm of "success creation" technology. It is characterized by actively engaging learners, fostering their sense of achievement, and highlighting the participants' successes. The feeling of success plays a central role in this method, serving as a primary driving force that fosters sustained positive motivation and enhances cognitive engagement.

Situations happen: critical (an atypical situation that destroys the original calculations and plans, requiring radical intervention);

situation-illustrations (using a concrete example to demonstrate regularities or mechanisms of social processes, positive and negative activities of individuals and collectives, the effectiveness of methods and techniques, the importance of any factors and conditions);

situation-problems, situation-training;

classic, "live" situations, parsing correspondence, acting according to an algorithm. Sources of situations: fiction and journalistic literature, statistical data, scientific articles, real-life local events, and the Internet.

Requirements for the Concrete Case Study situations:

**Relevance:** The CS should be relevant to the topic or subject under study. It should align with the learning objectives or research goals to ensure its suitability.

**Authenticity:** The CS should reflect real-life scenarios or situations. It should be based on actual events or experiences to provide a realistic and meaningful context for analysis.

**Complexity:** The CS should present a level of complexity that challenges learners or researchers to think critically and apply their knowledge and skills. It should require a deeper understanding and analysis rather than simple, straightforward solutions.

**Diversity:** The CS should encompass a range of diverse perspectives, variables, or factors. It should include various elements or dimensions to encourage a comprehensive analysis and consideration of different viewpoints.

**Accessibility:** The CS should be accessible to the intended audience or participants. It should provide the necessary information, data, or resources required for analysis without being overly overwhelming or inaccessible.

**Ethical Considerations:** The CS should adhere to ethical guidelines and principles. It should not involve sensitive or confidential information without proper consent or anonymization when necessary.

**Learning Objectives Alignment:** The CS should align with the specific learning objectives or research objectives. It should facilitate the development or assessment of desired knowledge, skills, or competencies.

Clear Structure: The CS should have a clear and well-defined structure. It should provide a logical flow of information and enable learners or researchers to identify and analyze key aspects or components effectively.

**Conclusion.** These requirements help ensure that concrete situations are effective tools for learning, analysis, and research, enabling participants to engage deeply, apply critical thinking skills, and achieve the desired objectives, case studies play a significant role in EFL (English as a Foreign Language) classes as they provide a valuable tool for improving critical thinking skills. By presenting real-life contexts, promoting problem-solving, encouraging multiple perspectives, and fostering active learning and collaboration, case studies enhance learners' critical thinking abilities. Through the analysis, evaluation, and application of knowledge in practical situations, EFL learners develop crucial skills such as logical reasoning, decision-making, and self-reflection. These skills are transferable beyond the classroom, empowering learners to navigate academic, professional, and everyday challenges with a thoughtful and analytical mindset. Therefore, integrating case studies into EFL instruction is essential for cultivating critical thinking skills and preparing learners for success in various aspects of their lives.

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