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SECTION: GEOGRAPHY AND NATURAL SCIENCE

**DIDACTIC POSSIBILITIES OF CASE TECHNOLOGIES
IN MODERN GEOGRAPHICAL EDUCATION**

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Abstract. The article reveals the didactic potential of case technologies as an innovative means of improving the quality of geographical education in the context of modern educational requirements. The relevance of the use of the case study method is substantiated, which allows bridging the gap between theoretical knowledge and the practical ability of students to analyze and solve complex spatial problems. It is determined that the case method contributes to the contextualization of knowledge, the formation of systemic and critical thinking, as well as the development of teamwork and communication skills. Particular attention is paid to the ability of geographical cases to model real socio-economic and environmental situations, increasing the internal motivation of students. Conclusions are drawn regarding the effectiveness of the technology for the transition to a competency-based learning paradigm and the prospects for further research in the field of developing digital interactive cases and the typology of their application are outlined.

Key words: case technologies, case method, geographical education, critical thinking, competency-based approach, systems thinking.

Introduction. In the context of rapid socio-economic changes and the requirements of the New Ukrainian School for the formation of key competencies of students, the modern educational system is faced with the task of finding and implementing innovative pedagogical technologies. Among such approaches, a special place is occupied by case technology (or case study method). This is an interactive teaching method based on the analysis of real or simulated situations (cases), which stimulates students' educational activities, activates their thinking and involves them in independent search for solutions. Geographical education, which is interdisciplinary and practically oriented by its nature, has significant potential for the effective application of this method, transforming traditional teaching into research and project activities.

The relevance of studying the didactic possibilities of case technologies in geographical education is due to the need to bridge the gap between theoretical knowledge and the practical ability of students to apply them in real life. The traditional approach, focused on the reproduction of facts, often proves insufficient for preparing graduates capable of critical thinking, analyzing complex spatial problems and making informed decisions regarding environmental, social and economic challenges. The case method allows students to immerse themselves in the context of the problem, feel its multifaceted nature and the need to involve knowledge from different sections of geography and related sciences. In addition, it contributes to the formation of teamwork skills, communication and presentation of one's own conclusions, which are key requirements for a modern specialist and citizen.

Purpose and objectives of the study. The purpose of this study is to theoretically substantiate and reveal the didactic potential of case technologies as an innovative means of improving the quality of geographical education and forming key competencies of students.

To achieve this goal, the following tasks have been defined: to analyze the theoretical foundations and essence of the case method as a pedagogical technology; to determine the specifics and features of the development of geographical cases that model spatial, environmental or socio-economic problems; to reveal the didactic functions of case technologies in the educational process of geography, in particular their impact on the motivation and cognitive activity of students; to substantiate the ways of integrating the case method into teaching various sections of geography (physical, economic and social) for the development of competencies.

Research results and their discussion. The didactic value of case technologies in geographical education lies in their ability to shift the emphasis from passive assimilation of information to active mental activity of students, which imitates real professional or civic practice [1-3].

The use of cases allows to expand and deepen the understanding of geographical phenomena and processes through the contextualization of knowledge. Instead of abstract definitions, students are faced with a specific problem, for example, the impact of climate change on agriculture in a certain region or planning the development of tourism infrastructure in a nature reserve. This requires them not to simply recall a fact, but to analyze it in a system of relationships: climate, soils, economic factors, transport logistics, etc.

One of the key didactic opportunities is the formation of systems thinking. Geographical cases are usually complex in nature and require the use of interdisciplinary connections (with economics, ecology, history, social science). For example, a case about the construction of a hydroelectric power plant forces students to evaluate not only the geographical location, but also the economic feasibility, social consequences for the local population and environmental risks. This contributes to a holistic vision of the world and awareness of the spatial organization of society and nature.

The case method is a powerful tool for developing critical thinking and information evaluation skills. Students work with a variety of data sources presented in the case: statistical materials, maps, graphs, eyewitness accounts, which requires filtering, verifying and interpreting information. They learn to distinguish facts from

judgments, identify cause-and-effect relationships and formulate their own, reasoned hypotheses for solutions. This is qualitatively different from traditional learning, where knowledge is often presented in a "ready-made" form.

In addition, case technology has a significant impact on socio-communicative competencies. Since the solution of most cases takes place in the format of small groups, students learn to interact effectively, distribute roles, conduct a discussion, defend their position and reach consensus. Geographical cases, which often concern conflict situations (for example, territorial disputes, choosing a site for a solid waste landfill), cultivate tolerance and readiness for dialogue as the basis of a civic position.

Another important aspect is increasing intrinsic motivation to study geography. Cases are problematic and vital, which makes the learning process exciting and meaningful. The realization that the solution found can have practical significance or that they are working on a problem that is being discussed in the media stimulates students to study the subject more deeply. Thus, the case method helps transform geography from a set of facts into a tool for learning and changing the world around them.

Conclusions and prospects for further research. Thus, case technologies have exceptional didactic capabilities for the modernization of modern geographical education. They act as an effective means for the transition from a knowledge paradigm to a competency paradigm, ensuring the formation of critical, systemic and spatial thinking, skills in working with geographical information and the ability to make informed decisions in students. The integration of the case method into the educational process contributes to the activation of cognitive activity, increased motivation and the development of socially significant personal qualities.

Prospects for further research in this area can be focused on the following aspects: development of a typology of geographical cases (diagnostic, educational, search) and criteria for their effectiveness for different age groups; research into the impact of digital and geoinformation technologies (GIS) on expanding the capabilities of the case method (creation of digital interactive cases); generalization of practical experience of geography teachers in implementing case technologies and development of methodological recommendations for their preparation and assessment; comparative analysis of the effectiveness of using the case method with other interactive technologies (for example, project-based learning or role-playing games) in the context of forming geographical competence.

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