THE USE OF CASE-STUDY TECHNOLOGY AS A CONDITION FOR MANIFESTATION OF LEARNING PROCESS PARTICIPANTS' INDIVIDUAL DIFFERENCES

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The article gives the research results of case-study technology impact on manifestation of individual differences of learning process participations and as a result of it improving the quality of education. Furthermore, relation of this technology applied for lesson planning, quality of cooperative activity and manifestation of learners' individual differences is determined.

Planning of Foreign Language lessons for second-year students at the Institute of Power Engineering of Tomsk Polytechnic University has demonstrated that application of case-study technology manifests such individual differences of students as: *degree of involvement in setting and solving the collaborative activity organization problems; proficiency in competences of group interaction organization and participation; personal attitude and motivation for subject learning.*

Moreover, the conducted research allowed for determining a relation between case-study technology application for lesson organization, collaborative activity quality and manifestation of activity participants' individual differences.

It should be noted that particularly strong manifestation of individual differences during lesson planning with case-study technology is observed in development of *students understanding of modern education quality and essence of their professional activity.* Thus, students involved in lessons planning with application of case-study technology, while forming their understanding of modern education, including the characteristic of collaborative activity organization quality in its quality assessment. Meanwhile, students who do not act as lesson planners using the case-study technology do not consider the collaborative activity as a characteristic of modern education quality.

Moreover, the students participating in lesson planning with case-study technology select the issues concerning essence, purpose and prospects of their professional area as a discussion subject.

In general, the conducted research allows stating that case-study technology in lesson planning conditions the competences development for collaborative activity participation and organization, and thus mediates the manifestation of individual differences of learning process participants.

Keywords: quality of education, case-study technology; individual differences

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ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ, ИСПОЛЬЗУЕМЫЕ КУРАТОРОМ АКАДЕМИЧЕСКОЙ ГРУППЫ, В ВУЗЕ

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Главными помощниками для адаптации студентов, которая развивает склонность у студентов к самообразованию, становятся кураторы академической группы, в нашем случае в Томском политехническом университете (ТПУ) ими являются как преподаватели, так и студенты старших курсов [2].

Одна из главных задач куратора – сделать процесс обучения для студентов первого курса интересным, динамичным и современным с помощью информационных технологий (ИТ).

Информационные технологии – это процессы, методы поиска, сбора, хранения, обработки, предоставления, распространения