

2018. №1. URL: <https://sfk-mn.ru/PDF/09SCSK118.pdf> (доступ свободный). (Дата обращения: 21.09.2020).

4. Назарова Т. С. Когнитивные технологии в образовании и мультидисциплинарные учебные комплексы // Вестник Московского университета. Серия 20: Педагогическое образование. 2016. № 3. С. 45–71.

*Р.Н. Кузнецов*

*Национальный исследовательский  
Томский политехнический университет*

### **Modern educational technologies in the context of anthropological approach**

The article focuses on active teaching technology as case study which positively effects the development of collaborative learning process and results in a new level of collaborative activity achieved. The author presents the results obtained from the experience of the case study implementation in the language classroom.

Keywords: quality of education; anthropological approach; subject position of learning process participants; collaborative activity.

In modern conditions of innovative development in education, changing its quality is caused by engagement of the students themselves in learning process and in their learning organization. Nowadays the priority in education is not given to such processes as «mastering» and «memorizing», but to the ability of a learner to be the subject of his learning, participate in generation of goals and meaning of learning, building of personal presence place by a person, comprehension of one's own learning, which is developed during interaction and communication. In that regard, a particular interest is being paid to the use of the technologies that provide the engagement of the students in their own process of learning organization that allows to organizing a productive communication among learning process participants at the class. Such technologies also include case-study technology.

Analysis of different literature sources allowed us to select the following definitions for the term case study. Thus, Fry et al consider case study as complex sample which gives an insight into the core of a problem as well as illustrates the basic idea [2, p. 123]. According to Stake a real case study is the process of learning about the problem (case) as well as the product of our learning [3, p. 98]. However, Yin regards a case study as an empirical study that

examines modern phenomena in detail and within their real-life situations, particularly when the boundaries between phenomenon and a real-life situation are not distinctly seen [9, p. 119]. George and Bennett think that the case study is an example of a class of situations, where the term class of situations belong to a phenomenon of academic interest that the investigator chooses to explore with the aim of advancing theory examining causes of similarities or differences among examples (cases) of that class of situations [3, p. 98]. Thus, it is obvious that the term case study refers to a wide range of problems suggested for analysis, but most types have some key elements. Case study is either based on real event, or is a series of events which could reasonably occur. It tells a story implicating enquiries or conflicts which need to be resolved – although most cases do not have one evident solution. The data contained in a case study might be complicated or simple – a human story that presents a difficult situation requiring a decision. We define case study as learner-centered activity focused on the issues that show theoretical conceptions in the practical application. This definition of a case study refers to a wide range of teaching structures we use in class, from short individual case study to long team-based activities.

The conducted study has demonstrated case study to be a powerful pedagogical tool. The educational opportunities of this technology are determined by it being based on two strong incentives of learning activity. Firstly, it is insertion of real, practical cases and real-world examples where experienced, knowledge of those solving the case are demanded. Secondly, it is a wide range of ways and forms of communication regarding a situation.

Nowadays the above-mentioned technology is beginning to be realized, in that regard, as a means of human vital activity in education as well as creation of his or her education and thus reflecting its anthropological essence.

Actualization of anthropological approach to learning organization, in which rethinking of the essence of learning itself, understood as a space for sense-making, human and personalized communication [4, p. 120], humanitarian environment [7, p. 34], learning environment, in designing and creation of which only a person himself takes part [6, p. 67], case-study technology is observed in the sense of resolving the problem of human learning. Not only formation of various qualities and competencies are mentioned herein, but establishment of subject position of learning process participants [5, p.134], their initiating of sense-making, that provides grounds to think that case-study technology is not only aimed at implementation of competency-based, learning-centered, but *anthropological approach to its organization*.

Moreover, appeal to anthropological approach in the study of educational opportunities of case-study technology is due primarily to the task of identifying its potential and resource for the development subject position of learning process participants in the educational process.

Our study concludes that case study technology used in class planning determines the development of the competences for participation and organization of collaborative activity, and thus influences on the formation of the subject of education.

### **Литература**

1. Fry H., Ketteridge S. & Marshall S. A Handbook for Teaching and Learning in Higher Education, Glasgow: Kogan Page. 2005. 245 p.
2. George A. & Bennett A. Case Studies and Theory Development in Social Sciences. Cambridge, MA: MIT Press. 2005. 182 p.
3. Kabrin V.I. Communication world and trans-communication potential of a person's life: theory, methods, research. Moscow: Smysl Publishers, 2012. 190 p.
4. Korovina I.A. III International Scientific and Practical Conference «Innovative technologies in education», Penza: Publishing House Privolzhsky Dom znany. 2010. Pp. 134-138.
5. Prozumentova G.N. Transition to the Open educational space. Phenomenology of educational innovations. Part 2. Tomsk: Tomsk State University Publishing, 2014. 218 p.
6. Slobodchikov V.I. Concept of the educational environment in the concept of developing education. Moscow, 2000. 176 p.
7. Stake R. The Art of Case Study Research, Thousand Oaks, CA: Sage Publications. 1995. 310 p.
8. Yin R. Case Study Research: Design and Methods, fourth edition, Thousand Oaks, CA: Sage Publications. 2009. 286 p.

Науч. рук.: Федоринова З.В., к-т пед. н., доц.

*Д.А. Любанько, Н.Е. Лемешевский*  
*Национальный исследовательский*  
*Томский политехнический университет*

### **Voice message as an oral answer presentation method at lessons**

This paper considers controlling oral tasks during a distance learning in the form of voice messages. Advantages and disadvantages of using messengers for this task are discussed. A list of recommendations is given to ensure a better result in preparing the voice message answer. Prospects for incorporating the voice message functionality into existing educational technologies are indicated.