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THE ANTHROPOLOGICAL APPROACH TO EDUCATION AND MODERN TRAINING AND LEARNING METHODOLOGY

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ABSTRACT

The paper deals with the anthropological approach to education in particular to teaching theory through the prism of the correlation between the mentioned approach and modern teaching and learning methodology.

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The **purpose** is to establish and trace the correlation between anthropological approach to education and modern teaching and learning methodology

The **tasks** are: to find out the essence of the anthropology in relation to pedagogy; to reveal and describe teaching and learning models based on anthropological approach to teaching theory; to figure out effective instruction methods, which can be applied within the designated teaching and learning models. The methods of the investigation are analysis and syntheses of the related scientific materials aimed at collecting and presenting the results as well as drawing the conclusion.

The **results** revealed three different understandings of the essence of the studied phenomenon, one of which (as a methodological core and a modern paradigm of the complex of pedagogical sciences with practical orientation of education to the person as its main goal and value) is associated with our investigation. Among the correspondent teaching and learning models we revealed and described personality-oriented learning model, student-centered learning model and a model based on individual approach to teaching. A number of effective instruction methods (as: problem-based learning, case study, inquiry-based learning, discovery-based learning, role playing game, game learning, different forms of dialogic learning, team learning and others) was figured out.

The **conclusion** is that in modern educational system anthropological approach is one of the central as knowledge about human, his nature and the laws of his development allows designing the educational process.

KEYWORDS: Anthropological Approach, Teaching and Learning Models, Instruction Methods, Education, Methodical Approach.

INTRODUCTION

Throughout the history of education various approaches to teaching and learning appeared. Their appearance was caused by different socio-economic, cultural and other preconditions. All of them played their role in the development of civilization. Some of them stayed in the past, others became the foundation of educational science and continue to serve the modern educational system.

The most topical of them are the continuous subjects of research, for instance, the competence approach (Holubnychy et al., 2022; Kostikova et al., 2019; Nestulya, 2018; Spencer, 1993; Sturgis et al., 2011), the system and activity-based approach (Dotsenko, 2016; Holubnychy et

al., 2022; Mehmood et al., 2021; Sharma, & Kumar, 2018) and others.

One of the approaches, which in its development has gone from the ancient world to the modern pedagogical paradigm, is the anthropological one. It involves the correlation of any knowledge about educational phenomena and processes with knowledge about human nature and allows designing the educational process based on an orientation towards the laws of human development as such.

At present, the anthropological principle is one of the leading principles in educational science; moreover, anthropological knowledge is extremely significant for pedagogy because it is the

core of a teacher's professional training and in addition, it became the basis for a number of more or less new educational approaches and models of teaching and learning.

The subject of pedagogical anthropology is a holistic person in his formation in the process of socialization and education, mechanisms and stages of this formation, sources of self-promotion and development, viewed through the prism of pedagogical goal-setting, i.e., the scientific substantiation of the goals of pedagogical activity.

Pedagogical anthropology performs a number of functions, being, firstly, the theory of modern pedagogical knowledge; secondly, the scientific basis of the humanitarian pedagogical worldview; and thirdly, theoretical substantiation of pedagogical innovations in the field of education.

Despite the fact that the question of man, his origin, abilities, structure of consciousness, meaning of existence, etc. was raised in antiquity, it continues to be topical for modern scholars as well because person is a central problem of education.

Analysis of research shows that the anthropological approach to education was mostly investigated from theoretical and historical point of view (Anosov, 2004; Antypin, 2022; Borisova, 2009; Bondar, 2020; Erickson, & Murphy, 2017; Trotsko, & Shtefan, 2012).

It is connected with the fact that this approach has very long and rich history. Contribution of educational specialists to the development of anthropological ideas was examined by Ionova and Kot (2013), Lozova (2006). There are also works comparative in nature (Lopez et al., 2011; Sutton and Levinson, 2001). More practical aspects of the anthropological approach

are the study of modern scholars as well because attention to a person in all his manifestations is topical nowadays.

So, the evolution of human interaction with nature and society in different contexts was analysed by Batalina (2001), Henze (2020), Kenneth (2018). A considerable number of research is devoted to positive influence of application of anthropological approach on different social problems (Lawson et al., 2017; Lynn et al., 2016). Great attention was paid to anthropological approach to educational policy (Levinson et al., 2020; Lashaw, 2018; Sandler, 2018).

However, the issue of the connection of the anthropological approach in education and teaching and learning methodology needs to be analysed comprehensively.

Thus, the **purpose** of the manuscript is to establish and trace the correlation between anthropological approach in education and modern teaching and learning methodology.

The tasks are: 1) to find out the essence of the anthropology in relation to pedagogy; 2) to reveal and describe teaching and learning models based on anthropological approach to teaching theory; 3) to figure out effective instruction methods, which can be applied within the designated teaching and learning models.

METHODOLOGY

Since the work is of theoretical-argumentative nature the methods used for its preparation were of general theoretical level. So, in order to solve the mentioned tasks and achieve the stated purpose analysis and synthesis were applied to the related scientific materials with the aim to collect and present the results of our investigation as well as to draw the conclusion.

RESULTS

In order to evaluate the connection of the anthropological approach in education and modern training methodology it is significant to find out the essence of the anthropology in relation to pedagogy, a component of which is the theory of education and in particular teaching methodology.

So, based on the analysis of research (Aristova, 2020; Anosov, 2015; Liedtke, 2002; Batalina, 2001; Sujay, 2018) we can distinguish three different understandings of anthropology associated with pedagogy that are used today.

- *Firstly*, as the broad term it is a relatively independent, interdisciplinary field of knowledge that was formed at the intersection of philosophical and pedagogical sciences. It is aimed at the investigation of a person as a complex integrity of bio-psycho-socio-cultural nature, a subject of the educational process, an active link of interaction between the teacher and the student.

Although anthropological knowledge originates in ancient times, vital ideas of pedagogical anthropology are based on the legacy of Ya. Komensky, Zh.-Zh. Rousseau, I. Kant, L. Feuerbach and some other famous educators as well as in search of former pedagogy, which sought to integrate the approaches of various sciences (medicine, biology, psychology, pedagogy) to child development (Anosov, 2015).

As an integral discipline anthropology studies how a person at all stages of his life in interaction with nature, society and culture builds his own life activity; what determines the quality of his/her life; what conditions a person needs to implement

the value guidelines of an individual; what difficulties she or he faces.

Today, the anthropological approach influences all human sciences and combines both natural science research methods (human biology, human anatomy and physiology, medicine, etc.) and social and humanitarian ones, including, in particular, history and pedagogy (Batalina, 2001).

- *Secondly*, scholars consider the anthropological approach to the theory and practice of educational activity as theoretical, heuristic and practical orientation of education to the person as its main goal and value. In this sense the phenomenon is understood in our investigation and is realized as a methodological core and a modern paradigm of the complex of pedagogical sciences.

This model requires the correlation of any knowledge about educational phenomena and processes with knowledge about human nature, patterns of personality formation and development.

However, it is important to note that representatives of various fields of humanitarian sciences interpret pedagogical anthropology differently: some of them understand it as a pedagogically oriented philosophical theory; others interpret the phenomenon as an anthropological justification of education; while the third group of scholars considers it as a meta-pedagogical theory aimed at philosophical and methodological generalizations (Sujay, 2018).

- *Thirdly*, speaking about anthropology in connection with pedagogy, we understand it as a direction of humanitarian studies, humanities. It should be added that this direction was

formed in the middle of the 20th century in Western Europe and the basis for its origination as well as its development was the synthesis of philosophical anthropology, sociology, ethics and theoretical and pedagogical knowledge. It developed mainly in Germany (which is explained by the need to overcome the crisis of the system of educational values after the Second World War), as well as in Italy, Austria, and Switzerland.

Among the famous representatives of anthropological direction are M. Montessori (Montessori, 1917), H. Knoll, H. Depp-Forwald and others (Liedtke, 2002).

It is important that a number of currents were formed within its boundaries. They are: existential, hermeneutic, integrative, empirical, biological-evolutionary, and others. What is more, pedagogical anthropology as a field of humanities influenced the development of the theory of education since the basis of pedagogy, as well as didactics, should be the complex of human sciences.

In addition, nowadays, standing on the position of turning society and science to man, recognizing him as a higher value and a measure of the effectiveness of social life, the anthropological approach to scientific reflection becomes more relevant. It involves the integration of anthropological knowledge and all the mentioned human sciences, constitutes the scientific methodological basis of the humanistic worldview and humanization of science in general, and provides a theoretical basis for pedagogical research and practice (Anosov, 2004).

Thus, anthropological approach in education is a humanistic oriented process. Functionally, pedagogical anthropology is considered as the

scientific basis of humanizing the pedagogical process, theoretical justification of pedagogical innovations and modernization of educational processes. The results of research in the field of pedagogical anthropology are the basis for the development of relevant educational disciplines taught in pedagogical educational institutions (Aristova, 2020).

According to the anthropological approach, a person is considered as a biosocial being who cannot interact with nature and society outside of certain norms, values, rules, and traditions. The specified direction of research allows analysing the evolution of human interaction with nature and society in different contexts.

It is the anthropological approach that requires identifying various motives of human behaviour related to human nature, and not limiting itself to studying only the influence of the social environment and manifestations of the rational.

So, in the context of anthropological approach to teaching theory, it is important to find out and use the pedagogical approaches and teaching methods that most corresponded to the nature of the person, his aspirations, motives and needs. Firstly, the most evident appears *personality-oriented learning* that is a technology designed to provide an opportunity for a student to full self-realization and comfortable personal development.

It is important that the source of such self-realization and personality development is not society in general, but the intentional need of this person for development inherent in each personality, which is realized in the process of interaction with other individuals, and consequently

interacting with society (Podmazin, 2000, p. 10).

Main principles of personality-oriented learning are recognizing the individual as a goal, but not a means of educational activity; taking into account his/her own experience inherent in each unique personality, which is the result of the formation of personal knowledge.

Another paradigm of learning, corresponding to the anthropological approach, that is very close to personality-oriented learning is a *student-centred learning*, which is a process focused on a learning model, where the key knowledge, abilities and skills that a student has to master are aimed at development of his individual competences satisfying his own needs, demands and interests.

This model of learning inspires the students to think what exactly they are learning and how they are doing it; encourages them to self-worth educational activity (Olugbenga, 2021).

Researchers revealed the following advantages of the student-centred learning:

- 1) it allows getting better learning outcomes because students are engaged to active learning and without the opportunity to practice any learning activity the student does not develop or at least has less chance to develop his learning skills and competences;
- 2) students are taught through forming and developing skills and competences, which are necessary for their future life and competitiveness as well as mastering material in the subject. For example, they learn to solve problems, to make decisions, to cooperate in a team, to analyse and evaluate facts, to generate ideas etc.;

- 3) it allows adapting the educational content to the student's interests;
- 4) students may get skills and abilities at their own pace before moving on to other topics;
- 5) students are taught how to develop their learning strategies as they are reflecting on what they are learning and how they are learning it;
- 6) students are taught how to observe their progress when mastering new material;
- 7) students are more motivated as they have some opportunity to control their learning process through choosing educational content, possibility to learn at their own pace, to develop their learning strategies and monitor their progress;
- 8) students' communication and cooperation competences are improved;
- 9) strengthening relationships between students and teachers caused by collaboration (Olugbenga, 2021, p. 67; Blumberg, 2012, p. 1241-1242).

One more teaching and learning model that meets anthropological foundations of pedagogy and didactics as its part is an *individual approach to teaching* that involves reliance on individual qualities of a person.

According to this approach, educational process is organized basing on student achievements, i.e., students acquire real knowledge while increasing and processing facts, enriching experience, as perceived images become material for the work of the mind and further development.

While implementing the principle of an individual approach to teaching it is

important to take into consideration the above conditions:

- when choosing instruction methods, ensure the cooperation of all participants in the educational process aimed at the development of the personality of each student;
- group methods of educational activity can be used as well but they are effective only if the student's individuality is taken into account. Periodic cooperation in temporary groups stimulates each individual to achieve higher results, promotes individual development, initiative and responsibility.

Based on the analysis of research (Antipin, 2022; Yakymanska, 1995) devoted to the above teaching and learning models the following requirements for their implementation were formulated:

- the program material should ensure the discovery of the content of the student's personal experience, including the experience of his previous education;
- the teacher's presentation of program material should be aimed not only at expanding its scope, but also at structuring, integrating, and generalizing the subject content with active engaging students;
- in the learning process, it is necessary to constantly reconcile the personal experience of students with the scientific content of the acquired knowledge;
- active stimulation of the student to self-valuable educational activities, the content and forms of quality should provide the student with the opportunity for self-education, self-development, self-expression in the course of mastering knowledge;

- organizing the program material so that the student can choose its content, type and form when completing tasks and solving problems;
- identifying and evaluating methods of learning activity that the student uses independently, sustainably, and productively;
- ensuring not only outcome control and assessment, but also mainly of the learning process;
- the teaching and learning process should ensure the construction, realization, and assessment of skills as a personal activity.

In order to implement all of the mentioned teaching and learning models associated with anthropological approach in education effectively human nature must be taken into consideration.

Consequently, any teaching methods that involve students to active or engaged learning may be used (Fredy Rodríguez-Mejía, 2021) since a person is a subject (proactive participant) of such basic social activities as: work, communication, acquiring knowledge. So, it is natural to use active learning methods. The efficient learning methods may be:

- problem-based learning, when a student faces a problem and learns through solving it using his personal previous experience, knowledge, creativity etc. (Karpushyna, & Bloshchynsky, 2022);
- case study (case-based learning) is a kind of problem-based learning, when to overcome the challenge student bases on his personal experience, creativity, increasing his cognitive activity, and makes his own choice (Holubnycha, 2016);
- inquiry-based learning, and discovery-based learning are similar to the above

inductive methods that engage a student to learning through active search for a solution to the problem;

- role playing game that motivates students to active participating in learning activity, allows them to show their personality, has positive impact on their emotional sphere, allows to realize their natural potentials (Kostikova et al., 2019);
- game learning that is not only a great mean to add positive emotions to the learning environment but also is a good way to develop hard and soft skills (Karpushyna et al., 2019);
- dialogic learning like think-pair-share exercises, brainstorm, formulating questions of their own and answering them, discussing, explaining own point of view, debating or other dialogic forms of pedagogical interaction and creative cooperation between the teacher and students, which are based on a communicative student-oriented environment, namely, they expand the space of cooperation at the different levels of “teacher - student”, “student - student”, in the process of solving educational cognitive tasks (Antipin, 2022, p. 71-72);
- team learning, when a student learns through positive collaboration in a team developing projects and solving problems. The vital element of collaborative learning is the correlation of interdependence and individual responsibility. The instructor's function is to facilitate the guidance and provide the feedback on the results of student's work (Bas, & Beyhan, 2019);
- project-based learning is, on one hand, a kind of inductive method, on the other hand, it is usually a kind of team learning;

- discussion and debates predominantly led by a student also allows to individualize learning, develop his intellectual and emotional sphere of creativity and reflection, facilitating the harmonious development of a person;
- trip or expedition learning, when a student learns through the real-world experience. The prominent idea of such learning is that taking students out of the classroom into the real environment has significant educational value. Examples of this method of learning may include excursions to different museums, art galleries, trips to places that are new for the students, etc. (Bas, & Beyhan, 2019);
- numerous methods of work with an interactive whiteboard, which ensure individual approach, paying attention to individual characteristics of a student (his level of training, own pace of learning, inclinations etc.), promote students' interest and motivation (Holubnycha, & Shatrava, 2017).

Bowen (2005) singled out certain principles that, in our opinion, are able to increase the efficiency of implementing teaching and learning models associated with anthropological approach in education because they are directly connected with human nature. These principles are the following:

- 1) students should be engaged in their own learning activity (to be active participants of the particular independent cognitive activity but not learning process in general);
- 2) students should be provided with opportunities to learn through direct experience (knowledge based on personal experience is acquired more easily, it is more solid and students are usually more motivated to get this knowledge);

- 3) students should be enabled to gain in-depth familiarity with the context in which the study of a particular subject takes place (students must understand what exactly they learn, how they do it, what this knowledge is necessary for, how it is connected with students' ambition);
- 4) students should be encouraged to reflect on how their learning is connected to cultural and social dimensions of "the human condition" (Bowen, 2005, p. 4-5).

DISCUSSION

Analysis of scientific investigations which deal with the problem under study has shown that the issue of educational anthropology and engaged approaches to teaching and learning attracted attention of researchers as well as many of them addressed to student engaged teaching and learning models.

So, Fredy Rodríguez-Mejía (2021) examining educational anthropology, focused more on engaged teaching and learning, which the author limited to active learning, engaged learning and community service learning in general and not analysed particular teaching and learning methods as we proposed in the manuscript. Olugbenga (2021) more described the student-centred method compared to traditional learning.

Following the researcher, we characterized its advantages but also described certain learning methods that correspond to human nature as the basis of anthropological approach in education. Bas and Beyhan (2019) studied the particular student-centred teaching of learning strategies from the position of their effect on academic achievement without emphasizing their correlation with educational anthropology.

Our investigation does not contain research of certain effect but reveals some correlation between anthropological approach in education and modern teaching and learning methodology. A wide range of authors (Holubnycha, & Shatrava, 2017; Karpushyna et al., 2019; Karpushyna, & Bloshchynsky, 2022; Kostikova et al., 2019) pay considerable attention to different teaching and learning methods that correspond to anthropological approach in education without indicating this connection. We totally agree with the high evaluation of the effectiveness of the given methods and explain it by their compliance with the basics of anthropology.

CONCLUSIONS

Thus, in the course of investigation the correlation between anthropological approach to education and modern teaching and learning methodology was established and traced. The anthropological approach to education is one of the central as knowledge about human, his nature and the laws of his development allows designing the educational process.

Firstly, we have found out three different understandings of the essence of the anthropology in relation to pedagogy:

- 1) as a relatively independent, interdisciplinary field of knowledge formed at the intersection of philosophical and pedagogical sciences;
- 2) as theoretical, heuristic and practical orientation of education to the person as its main goal and value, so, as a methodological core and a modern paradigm of the complex of pedagogical sciences (was used for our investigation);
- 3) as a direction of humanitarian studies, humanities.

Secondly, we have revealed and described the following teaching and learning models based on anthropological approach to teaching theory. They are: personality-oriented learning model, student-centred learning model and a model based on individual approach to teaching. As well we have formulated their advantages and requirements to their implementation, some conditions and principles.

Thirdly, we have figured out effective instruction methods based on anthropological approach to education, which can be applied within the designated teaching and learning models.

They are the following: problem-based learning, case study, inquiry-based learning, discovery-based learning, role playing game, game learning, different forms of dialogic learning, team learning, project-based learning, discussion and debates led by a student, trip or expedition learning, as well as numerous methods of work with an interactive whiteboard.

Although we have examined a great deal of instruction methods based on anthropological approach to education, our manuscript is not exhaustive in relation to the topic under study.

CONFLICT OF INTERESTS

There is no conflict of interest for this study.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

АНТРОПОЛОГІЧНИЙ ПІДХІД В ОСВІТІ ТА СУЧАСНІ МЕТОДИ НАВЧАННЯ

У статті розглядається антропологічний підхід до освіти, зокрема до теорії навчання через призму співвідношення зазначеного підходу та сучасної методики викладання та навчання.

Мета – встановити та простежити співвідношення антропологічного підходу в освіті та сучасної методики навчання.

Завдання: з'ясувати сутність антропології у відношенні до педагогіки; розкрити та описати моделі викладання та навчання на основі антропологічного підходу до теорії навчання; з'ясувати ефективні методи навчання, які можна застосувати в рамках визначених моделей викладання та навчання.

Методами дослідження є аналіз та узагальнення відповідних наукових матеріалів з метою збору та представлення результатів, а також формування висновків.

Результати виявили три різні розуміння сутності досліджуваного феномену, одне з яких (як методологічний стрижень і сучасна парадигма комплексу педагогічних наук із практичною спрямованістю виховання на людину як головну мету і цінність) пов'язане з нашим розслідуванням. Серед відповідних моделей викладання та навчання нами виявлено та описано особистісно орієнтовану модель навчання, студентоцентричну модель навчання та модель, що базується на індивідуальному підході до навчання. Було визначено низку ефективних методів навчання (таких як: проблемне навчання, кейс-стаді, навчання на основі запитів, навчання на основі відкриттів, рольова гра, ігрове навчання, різні форми діалогового навчання, командне навчання та інші).

Зроблено **висновок**, що в сучасній освітній системі антропологічний підхід є одним із центральних, оскільки знання про людину, її природу та закономірності її розвитку дозволяють проектувати освітній процес.

КЛЮЧОВІ СЛОВА: антропологічний підхід, моделі викладання та навчання, методи навчання, освіта, методологічний підхід.

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