

METHODS FOR INCREASING THE EFFECTIVENESS OF TEACHING HISTORY

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Abstract

Many people think they know what history. They might then assume that they know what histori-

cal knowledge. History, they might say is about people in the past. Historical knowledge is simply knowing about people in the past. But it is not that easy. Some of the levels of historical knowledge include: what actually happened in the past; what historians claim they know about the past what teachers of history know about the past; what students know about the past (gained both outside and inside the classroom).

Keywords: method of teaching history, knowledge, methodology, objectives, relation, developing.

Introduction

Learning is a kind of human activity that is two-way in nature. It necessarily presupposes the interaction of the teacher and the trainees, taking place under certain conditions. The work is devoted to the main factors and patterns of the history teaching process.

For a history teacher, the process of creative search can be complex and difficult. He basically has to strive for the achievement of the set goals himself in specific pedagogical situations.

The learning process of history includes a number of components that are in constant development and interaction.

One of the conditions for the effectiveness of history teaching is a clear definition of its goals. The general tasks of educating the younger generations can only give

a general direction to the process of teaching history, but in order to give teaching a pedagogical purposefulness, they must be defined specifically. In the learning process, both relatively distant goals are outlined, designed for several lessons ahead (for example, the formation of students' concepts of the socio-economic formation as a whole), and more specific (for the next lesson or even part of it). Along with educational goals, tasks are set for the development of students, the formation of their skills, the education of feelings, etc.

The scientific criterion for assessing the teaching of history is the achieved results: the quality and amount of knowledge, skills and abilities acquired by students, the development of beliefs, the education of moral qualities, the awakening of interests, the general development of students, etc. tasks for him.

Educational and upbringing learning outcomes are a constantly developing process or, more precisely, a component of the learning process: students' knowledge is replenished, comprehended, converted into beliefs, skills are formed, students' independence grows.

The movement of learning outcomes is reflected, as on a photosensitive film, the course of schoolchildren's learning: their perception of the material, their

thinking, emotions, imagination, memorization, etc. The study of the effectiveness of learning provides criteria for analyzing and evaluating the learning activity of schoolchildren, and hence the factors influencing it - the content and methods of teaching.

The greatest number of mistakes in teaching stems from the assumption that the student learns everything as the teacher tells and shows him or as the book presents. If it were in reality, then the tasks of the methodology would be limited only to the selection of material for teaching and it would be indifferent by what means to bring it to the students. But the disciple's head is not a box into which ready-made knowledge, beliefs and skills can be put. Knowledge, and even more so beliefs, skills and feelings, are not transmitted in readymade form, but are formed on the basis of the perception of certain information and its processing in the minds of students.

The volume of assimilated material, the strength and depth of assimilation, the strength of the educational influence ultimately depend on the nature and intensity of the educational activity of schoolchildren in the learning process: the brightness and emotionality of impressions, empathy with the students of historical facts, the effectiveness of mental work, actualization of previously learned

knowledge. The effectiveness of the educational activity of schoolchildren grows sharply, if in the learning process they are not passive listeners and spectators, but active participants in the process.

At the same time, the process of learning history by schoolchildren has its own essential specific features. The general laws of knowledge are manifested in different ways in the study of various sciences, for example, mathematics and history; the knowledge of each of them has its own specifics. Children's cognition has its own characteristics in comparison with the cognition of adults, and these features are manifested the more noticeably, the younger the children. Finally, the knowledge of history by schoolchildren, in contrast to scientific knowledge, is the assimilation of the knowledge already acquired by science and the methods developed by it.

Method

The main factors in the learning process include:

1. socially determined goals of scientific, full-fledged education and all-round development of students put forward by society, before the school and each academic subject;
2. the content of training for each academic subject;
3. the cognitive capabilities of students, which vary depending on the age and level of development of the students;

4. educational activity of the teacher (teaching) and students (teaching); forms; methods, methodological techniques and means of teaching and learning;

5. learning outcomes measured by the achieved level of education, upbringing and development of schoolchildren.

The activities of the teacher and students are carried out through the determination of methods - methodological techniques and means. And the results of the activity turn out to be positive only if the teacher and the student use not randomly chosen methods and means of teaching and learning, but adequate learning goals and the content of the educational material, consistent with the cognitive capabilities of schoolchildren. In other words, the techniques and means, like the activity itself, naturally follow from the peculiarities of the content of the educational material, the goals of its study and the cognitive capabilities of students.

Every teacher is well aware of factors that do not fit into the outlined teaching scheme. These include, for example, the unsuccessful arrangement of lessons in the schedule, the subjective state of the teacher or student: their fatigue, excessive excitement, positive or negative attitude; undisciplined behavior of individual students, or, on the contrary, suddenly arising in the class increased

attention and interest in some fragment of the lesson content, and the like.

Random factors can be negative and positive. Involving into the educational process sometimes unexpectedly, they inhibit, disrupt or activate its normal functioning, change the nature of teaching, teachers, and the teaching of students.

In pedagogical practice, there is a case when a Russian scientist, who was lecturing at the university on comparative paleontology, once on his way to the university, saw on the sidewalk and raised a large feather of a domestic bird. An accidental find prompted him to think about the long and complex process of evolution of the animal world. Inspired by thoughts, he began to give a lecture. Usually his lectures were meaningful, but he read them dryly. But this time the lecture turned out to be bright, emotional and exciting. The students were surprised at this and saw the scientist in a different light. After listening to the lecture, they thoroughly assimilated its content.

It is important for a teacher in his daily practice to anticipate possible manifestations of any random factors. Positive factors, especially such as good emotional mood, increased attention, discipline of students should be supported and encouraged, and negative ones should be prevented or mitigated,

if possible.

Paradigm of education

Education - implemented in educational institutions or their own process of learning for knowledge, human culture as a whole, the process of development and formation of the person, as well as the result of this process - a certain level of mastery of the culture (education), the development of the individual in the context of culture.

Paradigm of education - initial conceptual diagram model posing problems and their solutions, research methods, ruling for a certain period of history in the scientific community.

Scientific status of history teaching methods. Object and subject of research. Among the part of scientists and university professors of history There is skepticism about the technique as a scientific theory. However, those who devoted her life, do not doubt its scientific status and particular sphere of its functioning.

The object of research methodology supports the learning process, and the subject - the internal laws of the interaction of the main factors of the learning process of history as a school subject.

Function methods of teaching history as a science

There is shaped as a reliable

method of determining a "bridge from theory to practice." An extremely important feature of any science - to express their attitude to the experience, and especially to the foregone conclusion unresolved problems of education from the perspective of their own, specific aspect of vision. In this sense, any science begins from practice.

Therefore, the first function of science - descriptive, notes, focused on an objective presentation of the science available to the actual facts of the educational activities of the empirical data of experience, practice.

But the empirical basis of science - is not just a collection of facts, therefore, the second most important function of science - diagnostic, promoting electoral assessment extracted facts, their comparison, the correlation of the criteria, classification, classification, etc.

The empirical basis of science can claim a certain finality only if the data of practical experience gained in fact a scientific explanation. It follows that the third function is an explanatory aimed at the detection of causality in these phenomena, to identify trends and patterns in certain of them.

However, it is important not just to describe and explain this or that experience, having a purely local significance, but also to justify the use of this experience in a new

environment, making it the property of a mass practice. Transformation of practical experience and knowledge of the facts in the abstracted capable to discern typical, regular and natural phenomena in the leads to the formation of theoretical knowledge, theory. In the theoretical knowledge accumulated data of different sciences, so any theory in education is interdisciplinary.

Along with inductive movement of knowledge (from practice to theory) is possible and urgently needed deductive flow of ideas and information, to assimilate in a particular educational theory data of other sciences, a broad international experience. In this regard, an important role is played by the fourth function of science - predictive, to anticipate the possible consequences of the practical use of concepts, doctrines, innovative technologies.

In turn, the theoretical knowledge can and should be represented in practice, not only as a strictly scientific texts, but also in the form adapted to her methodical knowledge. Incorrect to assume that the transformation of scientific knowledge into knowledge methodical - some purely mechanical, routine interpretation, devoid of creativity.

This process is associated with the following functions:

- ✚ projective-constructive, with the help of which the translation of

- theoretical projects in real educational structure;
- ✚ transformative - transforming the parameters of practice from which repelled scientific research to a higher level of quality;
- ✚ criterion-Assessment - dedicated to the development of criteria and evaluation was change;
- ✚ correctional - ensuring the continuous development of the educational and pedagogical activities.

Correction and reflective function of science, in fact, begins another new cycle of movement of the whole system "practice - science - practice", defines the dynamics and vitality throughout the educational process.

It follows that profoundly mistaken assess methodological knowledge only as knowledge support, middleware required only for maintenance theory, translating it into the language of practice. Formation of a working knowledge of methodological, according B.S.Gershunskogo, "requires the highest academic qualifications as genuine Methodist - is not only an expert who knows the true and ever evolving needs of the practice, but also the ability to estimate the true opportunity of science that can dock scientific offers a practical demand, make them and synergies".

Result

Developing, any society has always set and puts before the

school certain socially determined goals, since their implementation is necessary for its functioning.

Teaching history, like any other subject, presupposes, first of all, the development of students' attention. Without sustained attention, there can be no full-fledged education, no thorough assimilation (comprehension and memorization, as well as reproduction, application) of historical knowledge.

Attention performs the function of highlighting facts, concepts, laws, ideas, a method of cognitive activity, set forth by a teacher, a textbook, and other sources of knowledge. Only in this way can students concentrate on the subject of study, comprehensively consider and thoroughly assimilate it. And the more stable, and sometimes longer, attention, the more thoroughly the students assimilate the material being studied.

Pedagogical research has established that the attention of pupils to the seventh grade, with its systematic development, begins to acquire a stable character. But the associated interest in history at this time noticeably falls. Therefore, in this and subsequent grades, developing attention, it is important to work more on developing an interest in history. Otherwise, the process of developing attention slows down and senior students will not be able to study

the most important sections of the history of human society in detail with due attention. Being interested in a subject, students without much effort master deep historical knowledge, under the influence of interest, their intellectual, volitional and emotional development proceeds effectively.

Interest, like attention, is selective. Research has established that students subdivide academic subjects as a whole and their component parts into fully or partially interesting ones.

Accordingly, their cognitive attention is differentiated.

Pedagogical experience convinces that in all grades students give preference to the study of the history of classes and class struggle, military history (this side of life is interested in the male half of the students).

In order to teach schoolchildren to study all aspects of social life with interest and attention, it is important to develop in them such qualities as the ability to distribute attention, steadily concentrate it on the material being studied, and switch from one object to another. The successful solution of these tasks largely depends on the teacher's ability to present interesting historical material of different nature, to vary the types and methods of educational work, to encourage students (with the help of cognitive lessons) to actively work with various sources of his-

torical knowledge in each lesson. Perception improvement is one of the important tasks of the intellectual development of schoolchildren. It allows students to correctly, in adequate images, perceive historical events and phenomena associated with them nature, objects, people, skillfully cover the dynamics of historical processes, see the interrelationships of factors, their conditionality by a certain geographical place and time. The development of the ability to perceive the facts of the past in historical images is combined with the development of the emotional sphere of students. The solution to this problem is facilitated by the techniques and means of vivid figurative presentation and the corresponding perception of the most important historical facts, the teacher's use of cognitive tasks that cause emotional empathy in schoolchildren, the desire to determine their personal attitude to facts and historical figures of the past.

The key task of teaching history is the development of students' historical thinking, as one of the aspects of their general thinking - the process of cognitive activity.

Thinking begins with a question and consists of such mental operations as analysis and synthesis, comparison and systematization, abstraction and generalization.

In order to develop thinking abilities in the study of history, it is

important to put students in front of the need to: independently analyze the educational historical material, find the main thing in it (the main facts and theoretical provisions, assessments of the definition) and abstract from the secondary; to correctly localize historical events and phenomena in time and space; analyzing the facts, highlight, compare and generalize their essential features and connections, trace the patterns and social development; relate historical facts and theory to each other, apply theoretical provisions to understand the essence of historical facts. At the same time, it is important to develop the ability to accept the inconsistency and regularity of social development, to teach students to consider social phenomena of the past and present.

Since historical thinking is a part or side of general thinking, when teaching history, it is important to strive for the development of such qualities as independence, criticality, flexibility, evidence, depth.

In practice, a history teacher usually focuses on the development of conceptual, verbal and logical thinking of schoolchildren. Meanwhile, it is highly desirable to develop their visual-figurative thinking, with insufficient development of which students learn history formally, in the form of verbal expressions, behind which are not images of real life. The

lack of clear and truthful images does not allow them to fill historical concepts, laws of social development with living, concrete content. And their conceptual knowledge is formed in an abstract form devoid of vital content. Such tasks are quickly forgotten, and most importantly, they do not fulfill the role that they can and should perform.

Along with the development of thinking, in teaching history, there is a great role in the development of imagination. Experienced teachers develop it no less persistently than figurative thinking. Thanks to the recreational imagination, students mentally or verbally and visually reproduce ready-made (recreated by the teacher) historical images. In combination with visual-figurative thinking, they creatively construct the lost images of the past, recreate the dynamics of historical action, assimilate the past in the form of living pictures, in which real people act, say, experience - participants in the historical process.

The development of thinking and imagination is associated with the development of students' speech, since the products (results) of mental activity are verbally materialized in it.

The first, most simple and at the same time obligatory requirement - the speech should be extremely simple, clear, clear and of course

literate. To achieve simplicity, clarity and expressiveness of speech, you need to work on it a lot and carefully, especially when preparing for lessons, to follow the speech in the classroom and in everyday communication with people.

It is pertinent to say about the importance of the careful development of plans and lesson plans by novice teachers. In the first years of work at school, the teacher has to spend especially a lot of time preparing each lesson. And, nevertheless, due attention should be paid to drawing up plans-summaries. They are needed not for reading in the classroom - in the classroom, the teacher uses live speech, but first of all for working out the content of the taught courses and for preparing for a professionally competent presentation of educational material to students.

The pace of presentation of educational material is also important. The presentation should not be monotonous, monotonous. The teacher's inability to master intonation to highlight the main thing and emphasize the logic of presentation is one of the serious shortcomings of teaching.

Fiction historical works, popular science historical works, popular science historical literature, as well as collections of excerpts from fiction and books for reading will provide effective assistance in

the selection of materials to the teacher.

An important task of history is the development of students' memory. In practice, sufficient attention is paid to the consolidation of historical knowledge.

Not having mastered memorization techniques, students spend a lot of time preparing lessons at home.

So, the development of students in teaching history presupposes, first of all, the improvement of their mental processes - attention, perception, thinking, imagination, memory, speech.

Intellectual development is organically linked with the upbringing of the will and emotions of students. An important role in it is played by the motives of learning, primarily interest in the subject under study, and the awareness of the importance of studying history.

Pedagogical creativity plays an important role in the teaching and educational work of a teacher with students. It allows the teacher to reveal his talents, to achieve highly professional skills, to bring something of his own, original into the educational process.

Without a broad scientific and socio-political outlook, without a fundamental knowledge of history and its methodology, developmental psychology, including the patterns of cognitive activity of students, without a systematic gener-

alization of their personal teaching experience and the experience of other teachers - without all this, pedagogical creativity is simply impossible.

The study requires clarifying the influence of each of the components on learning outcomes, comparing several processes with each other, in which some components are similar, while others are different. If in some cases the best learning outcomes are achieved, and in others - the worst, then the reasons for this should be sought in the action of the corresponding component. On the contrary, if in all compared cases the same results are achieved, then their reasons are obviously in the general outline of the learning process. It is possible to compare the lessons of the same teacher in different classes and even in the same class, as well as with different teachers. For scientific conclusions about the process of teaching history, it is necessary to study the work of many teachers, since individual experience, for all its significance, is always closely related to the teacher's personality, his giftedness, and temperament.

There are two main ways to explore the learning process. The first way is to study the learning process without the influence of the researcher. It is called the observation method. It consists in the study of printed and written documentation, direct observation

of the process itself. Studying the experience reflected in the methodological and educational literature, in unpublished reports, reports, teachers' diaries, etc., the researcher gets acquainted not directly with the process of teaching history, but with observation over it, with its assessments, and conclusions made by different people. It is said to be a mediated experience. In all such materials, there are many correct observations of the educational process, many valuable thoughts derived from experience. At the same time, there is much that is subjective in them, sometimes mutually contradictory. The conclusions made on the basis of the study of mediated experience, without full scientific evidence, allow us to put forward problems for further research.

Documents that directly testify to the learning outcomes have great scientific evidence: written works, drawings, student diaries, transcripts and tape recordings of students' answers, etc. However, they are of scientific interest, provided that the researcher has the necessary information about the learning process, in which these results have been achieved.

A researcher who directly observes the educational process, sees all its aspects (teaching, student reactions), can combine observation of the whole class with in-depth observation of individual students, additionally check the

learning outcomes, conduct a study of the process in different classes and with different teachers.

However, by observation, the researcher does not go beyond the existing experience of teaching history. He cannot introduce into the learning process those elements that would contribute to the improvement of learning. Experimental research is the second way to study the learning process.

The types and forms of experiment in the methodology of teaching history are diverse in their tasks, organization, method of accounting, and scale. An experiment can span tens or hundreds of classes; such is, for example, checking a trial textbook. Experiments are also carried out with several students, for example, an in-depth study of the methodology of homework on history.

The teacher's creative work is essentially close to a scientific experiment. The teacher checks in the practice of teaching new methods of work, teaching aids, selection of material, the teaching system as a whole.

The difference between a scientific experiment and a creative search in the work of a teacher lies, first of all, in the fact that the teacher solves a practical problem, and the conclusion made by him relates to his teaching activity. In a scientific experiment, a certain pattern is investigated, the process

of teaching history, common to the work of all or at least many teachers, and the conclusions are confirmed by scientifically documented documentation that allows you to check how the experiment was organized and how scientifically substantiated the conclusions made. At the same time, the work of many teachers often develops into a scientific experiment on problems of interest to them.

Conclusion

Thus, the methodology of teaching history, as a scientific discipline, develops the content, organization and methods of teaching in accordance with the age characteristics of students. Teaching history at school is a complex, multifaceted, contradictory pedagogical phenomenon.

The methodology, as a science, is designed to answer the following practical questions: why teach, that is, what goals are needed and can be set, taking into account the age characteristics of students and in accordance with the specific capabilities of school courses.

The methodology offers a variety of techniques and teaching aids, reveals significant connections between material, different in nature and content, and the corresponding methods of organizing educational activities.

When studying the process of teaching history, the methodology takes into account the cognitive,

age characteristics of students, guided by the general theory of pedagogy.

Under the guidance of a teacher, schoolchildren discover the essence of certain laws, phenomena that have already been discovered by science. To succeed in teaching history, it is necessary to take into account the data of pedagogy and methodological research, in solving the problem, what to teach and teach.

Educational activity in the classroom is mainly reduced to teaching by the teacher and the assimilation of programmatic educational material by schoolchildren.

The general social function of learning is the transfer from person to person, from generation to generation of knowledge, skills, ideas.

The problem of improving the quality and efficiency of the educational process has many aspects. It is necessary to increase the productivity of learning, improve teaching methods, make the most of the thinking capabilities of students, and activate the independence of creative thinking. The teacher must constantly replenish his knowledge, expand his cultural horizons. He is obliged to follow the last word in science, technology, literature, art, every new phenomenon in life.

For a teacher, the main link is the development of students' skills to understand the essence of phe-

nomena, the need to teach them to reveal cause-and-effect relationships, always and in everything to find out three eternal questions - where? as? where to? Therefore, in the lesson, not a single wasted minute, high pace, hard work, silent employment of the whole class. An indispensable condition for success: the teacher's dedication and the ability to awaken interest and love for the subject of history among students.

Interest in learning is possible only when students are not only an object, but also a subject of the cognitive process. In other words, when they are not just presented with knowledge, but helped to think, to accustom them to active independent work.

It is highly desirable and useful to find your own "zest" for each lesson - an interesting example that can revive the teacher's story, and not only in entertainment terms, but also carries a semantic load, clarifying or deepening a particular fundamental position. Along with the depth, the brightness of the information communicated to students is of particular importance, affecting both the intellectual and emotional spheres of their perception. It is important to inform students not only the facts necessary for generalization, but also to use their basic knowledge, abilities, skills, discussions, life experience. Thus, reproduction and creativity act as two sides of a

single integral process of cognition.

The main goal of teaching history is the formation of a developed socially active personality, familiar with universal human values and achievements of world culture, a creative and independent personality. The content of history courses allows you to show the entire centuries-old path of mankind, the relationship between society and the individual, the experience of moral improvement of a person, elements of social psychology of different peoples in different eras.

History is the science of man and his activity in time and space; it helps everyone to understand the past and the present, to better understand themselves and their role in society.

The study of history provides students with methodological knowledge that is important for the study of other subjects. This creates an important prerequisite for a holistic perception of the world in its unity and diversity.

The task of teaching history includes the formation of an understanding not only of the versatility of the historical process, but also of its laws that reveal the essence of historical facts and the connections between them. It finds its expression in the system of concepts and laws, including the most important laws of social development. Their study involves identi-

fying the essence of the historical process and showing its personality, repeatability.

Examples from the practice of leading teachers allow us to conclude that one of the ways to increase the effectiveness of school history teaching is mastering, if possible by each teacher, scientific and methodological knowledge, the ability to creatively apply acquired knowledge in everyday school practice, systematically analyze their work, accumulating and developing all the positive that she gives in the classroom and extracurricular communication with students.

An important condition for improving the quality of teaching history is the introduction of a fruitful goal of cooperation into educational communication with students, about which progressive teachers of various specialties are now writing so much.

Based on the research carried out, the author made the following conclusions:

- 1) The methodology offers a variety of techniques and teaching aids, reveals significant connections between material that is different in nature and content and the methods of organizing educational activity corresponding to it.
- 2) Having developed a lesson (classes), you can make sure that taking into account the cognitive capabilities of students when developing lessons really leads to

the successful formation of students' knowledge.

In general, this topic is interesting and complex. The author tried to show many aspects of increasing the effectiveness of teaching history in a general education school, but the topic is broad and requires further detailed development.

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