

プロジェクト報告

The Specialty in Teaching History to High School Students and University Students in Modern Russia

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The Russian education has been processing the reforming more than 20 years. Humanitarian and historical education takes the important place in the structure of educational activity of schools and universities, and it isn't occasional. Historical education takes the central place in humanitarian field of knowledge. In any times history was used for making the foundation of patriotism, forming active life position, civil mind, respectful attitude to the historical roots. However in modern conditions teaching history is connected with certain difficulties.

Today's students are a new generation differs from the generation of their teachers. First of all in their values, in other methods of operating the information, perception of education and knowledge.

- ✓ Students don't feel traditional respect for the teacher a priori.
- ✓ They know many other opinions except teacher's.
- ✓ Students read not so much, using other sources of information than books from Mass Media.
- ✓ Students are under the press of influence of famous and media persons.
- ✓ Everyday students receive a huge number of media information.
- ✓ Students use mainly visual information.
- ✓ Students aren't capable to estimate critically obtained information.
- ✓ Students are pragmatic; they divide school subjects to "necessary" and "unnecessary".

Interest in history in our society is often connected with certain historical events, characters, anniversaries as, for example, with October revolution of 1917, which completely changed the history of our country.

The estimation on events of those years is expressed not only by professional historians. As Mass Media shows, almost every politician and public figure, the writer, the journalist, etc. likes to tell something about history of the country and the whole world. And it creates possibilities to deceive schoolboys and university students and to manipulate by their opinions.

These characteristic features of the younger generation mind makes many difficulties in teaching history at schools and higher education institutions:

- the history is not indisputable,
- historical events are estimated ambiguously,
- the border between reality and imagination (myths) is practically erased,
- the value of opinion of the authority is higher than contents of the documents,
- traditional “telling” history is not effective.

The opinions of school students, first of all, are under the influence of random factors, - first of all popular people, popular network resources, and so on, - can differ in inaccuracy and primitiveness, preconceived relation to something. Nevertheless, in reforming period the Government, the Ministry of Education made certain steps. ***Federal state standards of education*** have “the graduate’s portrait”. The graduate of secondary school is described as “loving native country and the Motherland, ... respecting people, culture and cultural traditions; realizing and accepting values of ... civil society, multinational Russian people, ... socially active, ... realizing the duties before family, society and Motherland”.

The ***Conception of cultural and moral development and education*** of the identity of Russian citizen says that one of steps of development of Russian citizen is adoption by the personality to traditions and values, to special forms of cultural and historical, social and spiritual life of the native village, city and so on.

Some years ago Russian historians prepared the **Conception of the new educational and methodical complex (EMC) on national history** with the historical and cultural standard, containing fact elements such as the list of events, persons, concepts.

«History» at comprehensive school has to consist of “world history”, “history of

Russia” and “regional history” component, with a priority towards national history.

In the Historical and Cultural standard the basic principles of training of history at school are formulated as:

- studying history of the country as stories of the people inhabiting it
- axiological approaches,
- anthropological approaches,
- culturological approaches,
- personalization of history,
- using modern technologies in training.

The main ideas of these documents and the principals of teaching history are the basis for requirements to history textbooks:

- 1) The textbook is a part of a complex of materials - the digital application, teacher’s book, a workbook and control materials.
- 2) The text has to be supplemented with drawings, photo, maps, portraits, documents, etc.
- 3) The textbook has to show national and regional processes,
- 4) The contents of the textbook lean on the system of concepts and values,
- 5) The textbook has to contain information on historic figures,
- 6) The text and tasks of the textbook have to be focused on the identity of the student, on the emotional relation to events, facts and processes.

The textbook is one of tools among which it should be noted pedagogical technologies (problem teaching, cooperative learning, etc.) and modern computer technologies. It is impossible nowadays to teach something without using Internet, without computer, without knowing the information from net-sources, without interactive virtual tutorials.

Certainly, the huge role in teaching history is played by the teacher. The **Professional Teacher’s Standard** demands the teacher besides knowledge of a subject, making educational technologies, using computer, using foreign languages, etc.

In university education (except history departments), the situation is rather different. History for the student of any higher education institution is an obligatory subject. At the same time the whole Russian history is being studying during 1 semester (comparatively at school - for 7 years). It is difficult to speak about any

usefulness of history for the first-year student, who understands it is not the main subject on his specialty. History teachers in universities should be more professional. Often the history is taught by philosophers, economists, culturologists, and the former historians of the Communist Party of Soviet Union.

Respectively, the maintenance of a subject, methods of training, the requirement to results of teaching differ considerably. Both students and teachers don't have high motivation to studying / teaching history. Historical discussions, online conferences, personal creative projects could be more effective forms of the organization of studying history at universities.

For several years in Russia was carried out the project "Country History through the Regional History". Within the project were published textbooks on history of regions, including "History of Siberia". Now the textbooks on history of the cities and areas are preparing in different parts of Russia.

In 2017, the group of scientists and teachers prepared and published the textbook "History of Novosibirsk region" showing all the tendencies of modern education: popular style language, rich illustrative material, photos, maps, documents. Novosibirsk region is a huge territory in the center of Siberia, center of Russia, which include the basin of river Ob, connecting by itself North and South regions of the country. The map of Novosibirsk region with the most important natural or cultural objects is placed on the cover of the textbook. The group of authors consists of professional archaeologists, historians, teachers and specialists in teaching history. The whole content is divided on chronology in three parts - ancient and medieval history, «new time history» and modern history- and 17 chapters. Chronological table is served for detailed systematization the historical information. The textbook has its own vocabulary, such kind of "key words" on regional history. The list of pupils recommended project themes could help the teacher to organize studying different chapters. Each chapter has the base text on regional history, questions and tasks which could make the schoolchildren think and find information, historical documents as the voices of the past, illustrative materials as sources of information, statistic materials, maps and plans. In addition chapters have special rubricates: "Interesting facts" as visual way to attract attention, "Historian's opinion" contains materials for discussion, "Person in the history" contains biographies of important and famous people from Novosibirsk.

Pictures, plans, maps, diagrams, tables teach the students how to operate with different sorts of information, comparing and analyzing.

This textbook can help to make students reading, thinking, understanding history and bringing the events, persons, processes of region on a personal level.