



INTERACTIVE TECHNOLOGIES IN TEACHING HISTORY

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Annotation: This article is based on modern interactive methods of teaching subject history and general education. The author analyzes the effectiveness of using interactive methods.

Key words: interactive method, subject history, technology, innovation, education.

Among the learning models are: traditional or classical, active and interactive (in some literary sources, the interactive model is not separated from the active). The features of the traditional (classical) model are that students learn the material from the teacher's words (traditional lecture) or from the textbook text, which do not participate in the discussion, and in practical classes there is a survey on the questions of the theoretical lesson plan and students demonstrate only reproductive knowledge.

Active - involves stimulating the cognitive activity and independence of students, interaction in the student-teacher system, as well as the presence of creative tasks. This method includes: conversations, open microphone, information search, implementation of individual creative projects, quizzes, solving crosswords, defending creative work, etc.

Interactive - (interactive - English mutual act. interactive - the ability to interact or be in a conversation mode, dialogue with something (such as a computer) or with someone - a person)

Provides for the organization of comfortable learning conditions, in which all students actively interact with each other and the teacher, using modeling of life and professional situations, role-playing games and methods that allow creating situations of search, empathy, contradictions, risk, doubt, conviction, pleasure, analysis and self-assessment of their actions, joint problem solving.

Today, teaching methods are mainly understood as methods of joint activity of teachers and students in the educational process aimed at achieving a certain goal. In other words, teaching methods include the methods used by both activities, namely, the teacher's task of equipping students with knowledge, skills and competencies, moral education, the formation of a scientific worldview in them, and the students' task of mastering the aforementioned scientific knowledge, skills and competencies.

In the main directions of reforming the secondary education and secondary specialized education system, the main task is to improve the content of education, strengthen its educational orientation, and activate teaching methods.

Now, the content of education, along with the thorough mastery of the ready-made knowledge, skills and qualifications accumulated by humanity, should also include creative activities that can ensure the growth of students' abilities to think independently and work creatively.

According to the principles of educational development, teaching methods, along with the content of education, play an important role in teaching students to think independently and



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work creatively and in forming the necessary skills and qualifications in them. Teaching methods are a complex problem, and the solution of the responsible tasks set in the secondary education and secondary specialized education system largely depends on its correct solution. However, this important problem of teaching methodology, in particular the system of history teaching methods, has not yet been sufficiently developed. In the methodological literature, the concepts of "Method", "Methodological methods" are interpreted and classified differently by methodologists. The insufficient development of the system of history teaching methods in teaching methodology and the lack of a single opinion in this area have led to serious shortcomings in the practice of teaching history in the system of secondary education and secondary specialized education. In many cases, when choosing teaching methods and methods, teachers only give students ready-made knowledge in lessons and extracurricular activities, that is, they focus on their education (one aspect of education), but ignore such important moments as organizing and guiding students' learning (the second important aspect of education), systematically developing their knowledge, skills and abilities.

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This approach to the teaching method, as A. Vagin noted, was not recognized in the methodology of teaching history. The experience of teaching history in the system of secondary education and secondary specialized education has proven that the above logical operations, although they participate in solving various didactic and methodological tasks of various nature at all stages of teaching and learning, cannot serve as independent teaching methods. As the well-known methodologist A.I. Strazhev said: "The method of teaching history consists of these logical operations performed on historical material". It is sometimes recommended to classify teaching methods according to the level of cognitive activity and activity of students. This division concerns more the general nature of teaching than teaching methods. In the 60s, methods of teaching history and their classification were solved differently.

Methodist A.I. Strazhev says that "the organization, methods and means of teaching history serve to implement certain educational and educational tasks of the subject of history." However, he also leaves room for ambiguity in the issue, considering the main teaching methods to consist of the method of studying the historical process itself. A.I. Strazhev recommends the following teaching methods: 1) methods of studying historical facts; 2) methods of studying chronology; 3) methods of studying local historical events; 4) methods of forming basic historical concepts; 5) methods of studying cause-and-effect relationships; 6) methods of revealing the laws of the historical process. As is known, teaching history consists of the process of organizing teaching and learning. It is also clear from the classification of the methodologist A. Strazhev that he considers only the teacher's teaching of students, not the



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organization of students' learning and the teacher's guidance in their learning. The prominent methodologist V.G. Kartsev takes a different approach to this issue. He takes the system of methods not as a basis for signs of an educational nature ("method of statement", "method of questioning") and general didactic tasks ("method of studying the material", "method of consolidating", "method of checking knowledge", etc.), but as the basis for the regularities of students' knowledge of historical events. The methodology of the theory of methods is based on the transition from live observation to abstract thinking and from it to practice.

Consequently, — V.G. Kartsev believes, — the issue of methods for the formation of historical imagination and historical concepts in students should be the central issue of methodology. On this basis, he says that there are 4 groups of methods for the formation of historical imagination and concepts in students: 1) methods for the formation of historical ideas and concepts; 2) methods for the formation of general concepts; 3) methods for revealing the dialectics of historical development in time and space; 4) methods for connecting history with modern events; 5) the application of historical knowledge in life and practice. In the pedagogy of the 60s, great importance was given to taking the sources of knowledge of the subject being studied (the teacher's live word, demonstration, and texts) as the basis for teaching methods. The issue of classifying teaching methods by sources of knowledge was clearly defined in the works of Leningrad scientists published in 1966. By the late 1950s, history teaching methodologies began to use students' sources of knowledge as a basis for classifying teaching methods.

Methodist P.S. Leibengrub shows the following methods of teaching history in the system of secondary education and secondary specialized education based on educational sources, that is, sources of knowledge. 1) the narrative method and the lecture in the system of secondary education and secondary specialized education; 2) the conversation method; 3) the instructional method; 4) the method of working with a textbook; 5) the method of working with historical documents; 6) the method of using fiction. P.S. Leibengrub somehow makes all the methods of oral presentation consist of a story and a lecture. A. Vagin fills this gap in his book on the methodology of teaching history. A. Vagin based the classification of methods of teaching history on the sources of knowledge, as well as the method of obtaining knowledge. He divides teaching methods into the following three groups: 1) living word: story, description, characterization, problem statement; 2) instructional methods: pictures and other instructional tools, graphic notes drawn on the board, technical tools, etc.; 3) methods of working with texts.

A. Vagin, taking the sources of knowledge and methods of cognition as the basis for the classification of teaching methods, gives in the form of a table how the sources of knowledge are implemented at the main stages of the teaching process in accordance with the didactic tasks. This table clearly shows the need to use different methods and methods of teaching depending on the content of the material covered in each lesson.

The experience of teaching history in the secondary education system and secondary specialized education in recent years has shown that the teaching methods recommended by A. Vagin are very realistic. Prof. P.V. Gora, in his article "The issue of the system of teaching methods and methodological methods", based on the achievements achieved in the theory and practice of pedagogy, recommends methods and methodological methods that are organically interconnected with the teacher's teaching and students' learning (cognitive activity).

This classification of teaching methods in this analysis allows teachers to be equipped with thorough knowledge and the necessary skills.



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It also helps the teacher to take into account and guide the content of the educational material, the knowledge, skills and abilities of students. P.V. Gora, based on the experience of teaching history in the system of secondary education and secondary specialized education, shows that when classifying methods of teaching history, it is necessary to approach the issue not only from a didactic point of view, but also from a historical-methodological point of view, to adequately take into account the educational and educational tasks of the educational historical material and the specific features of its content. P.V. Gora is based on the same principle, in which it is indicated that when choosing methods and techniques of teaching, the content of the educational material, the purpose of its study, the need to approach and solve the problem with historical-methodological criteria.

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