



THE EFFECTS OF USING THE TECHNOLOGY OF PROBLEM-BASED TEACHING IN HISTORY LESSONS

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Abstract

Since history is an informational science, it is characterized by the goal of accumulating and systematizing knowledge about the past; it does not include descriptions of the components of actions, rules or theorems that would serve as the basis for cognitive activity. An action-oriented approach requires students to acquire and master historical knowledge themselves. The purpose of this article is to theoretically identify and experimentally test the effectiveness of using the technology of problem-based teaching in history lessons as a condition for the implementation of the system-activity approach.

Key words: Motivation, testing, pedagogical experiment, problematic, analysis, skill, system-activity approach

Introduction

Problem-based learning technology can fully meet these requirements. Problem-based learning is understood as such an organization of the educational process, which involves the creation of problem situations under the guidance of a teacher and active independent activity of students to resolve them [1]. The student needs to show independence and originality. Not a reproductive perception of the past and present, but the formation of a personal civic position through one's own discovery of an event, its rethinking is possible only when using the method of problem learning, which provides significant motivation for students.

The idea of the importance of problem learning was expressed by classical historians. This idea was put forward by the German historian A. Disterberg [2]. Among the public figures of pedagogical science, it was clearly formulated by K.D. Ushinsky, who believed that in teaching, serious attention should be paid to arousing the student's independent thought, to encouraging him to search for truth. "The independence of the student's head, - emphasized the great teacher, is the only solid foundation of any fruitful teaching" [3].

In accordance with the purpose and hypothesis of the study, the following tasks were identified:





- 1) theoretically substantiate the problem of using problem-based learning in history lessons as a condition for the implementation of the system-activity approach;
- 2) determine the level of cognitive interest and cognitive activity of students;
- 3) develop a complex of history lessons using problem-based learning as a condition for the implementation of the system-activity approach;
- 4) empirically test the effectiveness of the use of problem learning in history lessons.

To solve the tasks and test the hypothesis, the following research methods were used:

- theoretical analysis of the literature on the research problem;
- empirical methods (testing, pedagogical experiment);
- quantitative and qualitative data processing [6].

Within the framework of the system-activity approach, the following forms of student activity in the lesson are used.

1. Drawing up baselines, schemes, graphs, diagrams, drawings, etc. It makes it possible to systematize educational information, arrange it in a logical sequence, identify the main thing, argue your position, consolidate knowledge and skills in practice [4].
2. Filling in the comparative-generalizing table, which is the result of the analysis and comparison of the compared facts and the generalization of historical events.
3. Drawing up biographical information - characteristics of historical figures. Based on the assessments of the activities of the individual, historians and contemporaries, students gain experience to give their own reasoned assessment [5].
4. Working with a historical map. It makes it possible not only to acquire systematized historical information about a particular event, phenomenon, process, but also to skillfully navigate in the historical and geographical space.
5. Analysis of historical sources (documents) [6]. One of the leading types of cognitive activity in the process of studying history, which contributes to the development of educational skills and abilities such as: analysis, synthesis, comparison, generalization, assessment and critical attitude to various interpretations of historical facts.

Currently, methodologists and historians are paying more and more attention to the issue of the place and role of problem-based learning, and the effectiveness of this type of education.

Problem-based teaching should be actively used in history lessons, since it not only contributes to the development of logical thinking, creative abilities of students, but also allows you to better, more fully understand the course of historical events, which affects the development and quality of students' knowledge [7].



History should present students with moral choices. The student receives the right to subjectivity and partiality, to substantiate his solutions to the moral problems of history. All this is facilitated by the technology of problem learning.

In conclusion, the use of the problematic method in history lessons largely depends on the interested position of the teacher and the high internal motivation of students. In the process of applying problem learning in teaching history, both the assimilation of the material and the development of mental activity occur.

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