

HISTORY TEACHING: THE OPINION OF THE PROFESSIONAL COMMUNITY OF HISTORIANS AND TEACHERS

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ABSTRACT

The article presents the results of conference on the importance of history education and role of the teacher in the process of formation of the citizen in modern social and cultural space. The methods used when writing the article are systemic-structural approach, dialectical, general historical and logical methods allowed to identify the essential features of the problems of teaching history in Russian schools and higher educational institutions. The conference, held March 25-26, 2016 at the Institute of International Relations, History and Oriental Studies of Kazan Federal University, allowed to listen and to discuss, in total, seventy-nine performances of historians and teachers. All-Russian level of conference helped to identify specific difficulties and contradictions in the reform of higher vocational and general secondary education in Russia, in the preparation of new history teachers, and scientists from neighboring countries, have extended our knowledge about similar processes in socio-cultural space of Belarus and Kazakhstan. Young researchers participated in the conference along with the already known historians and teachers and it has already become a good tradition of scientific forums organized by the Kazan Federal University, its community of historians and social scientists. The practical application of this publication is to focus the professional community of historians and educators on the latest achievements of Russian historical thought, complex application of specific developments and recommendations by historians and educators during the conference.

Keywords: *historical process, retrospective, perspective, primary source, teacher, textbook, libraries, history education, traditional (paper) book, teaching of history, historical memory.*

1. INTRODUCTION

The purpose of this publication is to summarize and systematize the experience of modern historical thought, to designate problem areas and regional characteristics of the learning and teaching of both domestic and foreign history. In modern political life of Russia the question of training teachers of new generation receives special significance, they have to be capable to realize the goals of modernizing the entire education system of the country that will largely depend on the level of preparation of teachers of history and social science, whose professional activity is one of the most important channels for the formation of the world look of the younger generations, value orientations of Russian citizens. Currently, the professional community of Russian historians and educators seeks to strengthen and modify its liaison and communication, to develop specific practices in response to the order of society and the state. A kind of "response" to such "request" of the state and society was All-Russian scientific conference with

international participation "Teacher of history in socio-cultural space of Eurasia in the end of XX – beginning of XXI century" held in the year of the 140th anniversary of pedagogical education in Institute of International Relations, History and Oriental Studies of Kazan (Privolzhsky) Federal University with the support of Kazan Branch of the Russian historical society and the Russian society of intellectual history. Among the participants were representatives of such Russian cities as Moscow, Kazan, Yekaterinburg, Samara, Izhevsk, Cheboksary, Nizhny Novgorod, Bryansk, Chelyabinsk, Yoshkar-Ola, Syktyvkar, Ufa, Saratov; in the program of the conference also included presentations by scientists from Kazakhstan, Belarus and Bulgaria.

The conference had the following sections: " Historian in the coordinates of time and space", "University history teaching: the demands of society, the experiences and lessons learned", "History teacher: the preparation of modern requirements, role in the socio-cultural environment", "Development of system of Islamic education, scientific schools of Islamic studies and Oriental studies", "Features, content, and technology history education and education."

Thus, this publication provides not only a kind of digest, but the announcement of those problems which can be a further point of development and growth of the domestic historical thought. The focus of this publication was put an analysis of the most interesting and interdependent perspective of the participants of the conference, which can be roughly described as follows: " Historian- Educational and scientific text - Historical memory". The methods used in the analysis of the participants of the conference can be attributed both to humanitarian and highly specialized. The main results of the present study can help resolve a number of practical problems. Intensive reform of the domestic education at all levels, the introduction of the competence approach in the interpretation of the quality of the educational process, the practical implementation of modern teaching methods, informatization demand systematic analysis and evaluation of trends in the modernization of the education system, the world and Russian experience, the optimal ratio of traditions and innovations. The main attention during the work on this article was drawn to the historical problems of University education, its experience, lessons and the vectors of improvement in the twenty-first century, issues of training and retraining of teaching staff, functions, contents and technologies of historical and social science education. New issues arising in the study and requiring further development can be summarized as the need to further expand the research field that can be achieved by maintaining mutually beneficial contacts between Russian historians with their colleagues from near and far abroad.

2 .RESEARCH METHODS

Methodology of research approaches allows you to see the basic tendencies of development of this science as a methods of teaching history, to appreciate the diverse practices of researchers-theoreticians, methodologists and practising teachers, to know the structure and level of methodological knowledge of his predecessors and contemporaries.

The conceptual provisions of scientific research in the field of studying the problems of history teaching in schools and universities were theoretical and methodological basis of research. The use of methodology and methods of existing research contributes to the methodological development of scientific thought in the practice of teaching basic historical disciplines, methods and techniques of research work in this area.

Systemic-structural approach provided the opportunity to comprehensively review the system of methods and techniques of teaching history in high school, and to choose the optimal teaching methods for teaching these disciplines for University students. Systemic-structural approach also has allowed to unite under a single methodology of teaching critical historical studies, theory and methodology of historical research.

The dialectical method has important value. It allows us to trace the mutual relations between the phenomena, characteristic for development of methodology of history teaching at the level of subject of the Russian Federation, national and global trends.

The use of general historical logic method has allowed us to build the established methodology in its continuity and consistency with internal logic connections between certain elements.

3.RESULTS

Analysis of performances of the Russian historians and educators has identified the following issues requiring urgent attention and resolution:

1. First of all, in conditions of post-industrial civilization like never preserved and is of particular importance the traditional features and values. In the case of university education and preparation of future teachers, particular importance is the traditional paper books and the library as a place, raising a "sense of power". Communication with the traditional paper book stands as humanitarian factor, which is especially important for history education. In this sense, the insights of Ekaterina Yurievna Genieva, Director of the Russian State Library of Foreign Literature named after M. I. Rudomino, who had recently died, but who left a great legacy in the study of the library as a center of intercultural communication were fair. In her words "the modern library is a microsociety, a place where people socializes where there is an active animation documentary cultural heritage based on oral communication and dialogue"[6].
2. At the present stage of Russian society development particularly important is the question of professional ethics and social responsibility of the historian, the search of answers to which requires a conscious choice of attitudes. The ability to orient in the world of historical memory, preconceived ideas about the past and historical "myths" of social consciousness is an important part of the professional culture of a modern specialist historian. Also at the present stage it is very high degree of responsibility of historians as scholars and teachers in the formation of historical memory, as a retrospective form of collective identity. Such ideas about the past are constructed, so to speak, by many factors, foremost of which is the school course of history.
3. One of the most disturbing and topical moments of Russian historians at the moment is called following the destruction of the Soviet Union had one of their consequences the collapse of a unified professional community of historians. The beginning of the 90-ies of XX century created in this environment, a state of euphoria, freeing the science of history from a long ideological pressure of the Soviet years. However, the disappearance of the annoying part, however, has become a threat not only to preserve the unity of the professional community, but the existence of science, meaningful unity of historical knowledge. Among some of the historians emerged a dangerous illusion that the disappearance of the ideological framework entails lowering of professional requirements to the content of scientific papers and its level of argumentation. The temptation of quick success eventually led to the emergence of a large number of pseudoscientific works, the main content of which was not scientific knowledge, and historical myth. Myth in the field of historical knowledge is in itself ambiguous and require deep study. No coincidence that this phenomenon has been the subject of ongoing scientific debate. It was an integral result of the formation of the national history of newly formed States in the post-soviet space. In a situation of necessity the quick formation of a new national idea in these countries, the myth is the best way to solve this problem. It allows to set new accents in the need for the leadership of the former Soviet republics. At the same time the possibility of a successful penetration in the professional environment of the national intelligentsia was created, who had previously, because of the rejection of the prevailing ideological model. The question of the possession of professional

knowledge, methodology of historical research in this situation, the socio-political demand for quick results has faded into the background. Eventually formed a large group of new specialists in the field of national history, who disagree with the Russian historiography. Many of them define the face of historical science in their republics, exerting direct pressure on the surrounding professional community. Especially common this phenomenon, as noted above, was in the national historical schools of young post-soviet republics. Thus, the resolution of this problem demands development of a new language of scientific dispute with colleagues from neighboring states.

4. The personal factor in history, certain educational organizations, research groups has special, irreplaceable importance. Karl Jaspers wrote: "Life of the University depends on the individuals, while the institute is only condition. And the institute will be evaluated in accordance with the fact whether it was able to attract a decent person and to create conditions for their communication, research and teaching"[1]. In relation to the modern system of Russian higher education participants at the conference diagnosed the fact of the need for greater coordination of the management of higher education institutions and faculty. As known, the local educational tradition is different from other by trinity of the functional purpose of the teacher who was simultaneously a teacher and educator, and a wise mentor. In modern conditions the challenges of the information world often put into question all that the student hears in the classroom. In this difficult situation, as ever, the role of the teacher and leadership higher education institution, able to operate in tandem and constructive dialogue is very high. In addition, a considerable role is played by the personality of the leader. Modern Russian researcher S. I. Plaksin notes: "If the rector is a bright creative personality, and even skilled, knowledgeable manager, and the university becomes the person, becomes the true center of the spiritual life. The most successful modern Russian universities were formed and developed in difficult conditions and these are largely due to their leaders"[5]
5. Thus, summarizing, we can state that the conference bears witness to the keen and genuine interest in the community of Russian historians as to the actual problems of their professional activities, and specific refraction of these activities in the minds of contemporary Russian society. Also historians and teachers diagnosed the need to continue the professional dialogue of historians and educators with their colleagues both near and far abroad.

4 .DISCUSSION

This problem has been looked in the historiography, mainly in historical periodicals, materials of scientific conferences and has not yet been the subject of independent research. As experience has shown, effective, time-tested form of creative interaction between scientists of Russia in the training of history teachers of the XXI century is the scientific-practical conference, materials of which was used in the preparation of this article.

The first, "Historical science in Tatarstan: research and pedagogical traditions"(May 14-15, 1996), was dedicated to the 120th anniversary of Kazan State Pedagogical University (Historical science in Tatarstan, 1996) [2]. The other – " Teaching of history in the University: historical experience and modernity" (October 30, 2001) was carried out in the year of the 125th anniversary of Kazan State Pedagogical University. (The teaching of history in the university, 2002) [3]. In the fall of 2006 the third scientific conference "History education in the universities of Kazan" (October 20-21, 2006) was held. It was dated for the next "round" date in the history of the pedagogical University (History education in the universities of Kazan, 2006) [4].

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