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Seminar on

“The initial training of history teachers for work in a
multicultural context”

Tomsk, Russian Federation

29 September – 1 October 2005

Strasbourg

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in a multicultural context”**

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Report by

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The opinions expressed in this work are those of the author and do not necessarily reflect the official policy of the Council of Europe.

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I. INTRODUCTION

A seminar on “*The Initial Training of History Teachers for Work in a Multicultural Context*” was held from 29 September – 1 October 2005 was jointly organised by the Council of Europe, the Ministry of Education and Science of the Russian Federation and the Tomsk State Pedagogical University.

The aims of the seminar were to:

- analyse whether the existing history teacher training system meets the challenges of the modern secondary school;
- discuss the possibilities of using interdisciplinary approaches to teaching history in a multicultural setting;
- look for ways of involving students in intercultural dialogue through history teaching.

Among the participants of the seminar were policy makers, heads of in-service teacher training establishments, academics, teachers at pedagogical higher educational institutions, secondary school teachers from various areas of the Russian Federation – Tomsk Region, Moscow, Krasnoyarsk Region, Stavropol Region, Primorsk Region, Irkutsk Region, Novosibirsk Region, Sverdlovsk Region, Tver Region, Chechnya, as well as representatives of the Council of Europe: Ms Tatiana Minkina-Milko, Administrator, Directorate of Education, Mr Arild Thorbjørnsen, an expert from Norway and Mr Christopher Rowe, an expert from the United Kingdom. The total number of participants was 90.

The format of the seminar, which envisaged both plenary sessions and round table discussions, allowed a free exchange of opinions and viewpoints. Visits to educational establishments in the Tomsk Region were also of great significance and enabled participants to familiarize themselves with classroom practice. The schools visits included Secondary School N°16 in Tomsk, the Tatar Ethnic School in the village of Chernaya Rechka, Gymnasuim No. 6 specialising in German, Secondary School N°10 in the village of Bogashevo and Secondary School N°10 (the school of national consent) in Tomsk.

The seminar opened on 29 September 2005.

Mr Alexander MAKAROV, Head of the Tomsk Administration, stressed the relevance of the issues to be discussed at the seminar both on a national and global levels. Today, tolerance towards other ethnic groups is a sensitive issue. The Tomsk region and Western Siberia have always been multicultural partly due to the tsarist Russian exiles and to the repression during the Stalin era. However, this has never prevented the 80 ethnic groups in the region from living peacefully together. Similarly, Mr Makarov noted how vital it is, along with the development of various forms of ethnic-cultural organisations, for modern man to have a general point of reference in international relations, and that it is largely up to history teachers to

provide their pupils with such a reference point. The teacher's role in fostering tolerance is becoming increasingly important and, therefore, the seminar will largely contribute to the establishment of guidelines for present-day history teachers and determining their positions.

Ms Larisa EFREMOVA, Deputy Director of the Department of International Co-operation, Ministry of Education and Science of the Russian Federation, Moscow, in her welcoming address to the participants, made reference to the ten fruitful years of close cooperation between Russian educators and the Council of Europe. However, ten years ago, the seminars focused on narrow professional issues, whereas today, the cooperation has gone well beyond that level. The two-year programme has been set up which embraces various aspects of multicultural dialogue through education including such fields as history, foreign languages, the history and culture of world religions, and involves teachers as well as sociologists and psychologists. The first phase in the implementation of this programme was the seminar held in April 2005 in Astrakhan.

The Tomsk seminar also falls within the framework of the above-mentioned programme. It aims to create a spirit of tolerance in initial and in-service training of history teachers. The key players here for the first time should be university teachers directly involved in initial teacher training. Also, of paramount significance is the participation of Chechen educators who need to integrate into the Russian system of history education, to expand their contacts and familiarise themselves with the global trends of education evolution.

The participation of the Chechen delegation in the Tomsk seminar became possible thanks to the implementation of a programme of cooperation activities between the Council of Europe and the Russian Federation in the Chechen Republic in 2005.

Ms Efremova summed up the aim of the seminar as follows: "What needs to be done to prepare history teachers to work in a spirit of multicultural dialogue and international and interconfessional tolerance?" To this end, therefore, it makes sense to discuss a wide range of issues involved in teacher training from a selection of core subjects in teacher-training institutions to standards which some teachers consider to be overloaded and not reflecting the current ethnic map. History teachers play a fundamental role in the world globalisation process for it is vital that school history teaching should contribute towards both the consolidation of the nations that make up Russia and the harmonisation of broader social processes and an understanding of such processes in a spirit of mutual dialogue and tolerance.

Ms Tatiana MINKINA-MILKO, Administrator, Education Directorate, Council of Europe, spoke about the significance and implementation of Council of Europe projects and initiatives on international cooperation in the area of history teaching. She stressed the importance of raising issues of in-service history teacher training since it is the teachers who are instrumental in realising one of the Council of Europe's strategic aims – the development of intercultural dialogue. In this context, she highlighted the public interest aroused by successful Directorate of Education initiatives, such as the joint textbooks on the history of the Caucasian and

Black Sea Regions, written by representatives of different countries with often conflicting historical and political views.

Ms Minkina-Milko also told the audience about plans for upcoming seminars on the role of history teaching in conflict prevention process and on the development of dialogue forms in history teaching. She referred to the seminar in Tomsk as a part of the two-year programme for the Russian Federation sponsored and implemented jointly by the Council of Europe and the European Union.

The cornerstones of this programme are:

- awareness of the other; this also applies to the western European nations, in spite of the fact that their educational standards are hamonised;
- understanding similarities and disregarding differences, and expressing this in a desire for peaceful coexistence;
- recognition of the need to develop dialogue mechanisms for intercultural communication. A key role here is played by history teachers whose training should keep abreast of current globalisation trends and the intensification and expansion in international contacts.

Professor Vladimir OBUKHOV, Rector, the Tomsk State Pedagogical University, in his welcoming address to the participants of the seminar, expressed his conviction that it was not by chance that Tomsk had been chosen as the venue for this seminar. This choice was due to the high rating of the Tomsk State Pedagogical University among Russian universities and to the unique polycultural milieu of the city of Tomsk.

He pointed out that the aim of multicultural education in Russia is to bring up young people in such a way that they can work effectively in a multinational and multicultural environment. They should also be able to demonstrate awareness and respect for other cultures, and to live in peace and harmony with people from other ethnic backgrounds, races and faiths. History teachers have a special mission to fulfill since it is largely through history teaching that points of reference are established. Professor Obukhov expressed his hope that the seminar's agenda would stimulate an effective and beneficial exchange of experience between colleagues whilst contributing to the development of intercultural dialogue in Russia.

II. SUMMARY OF THE KEY PRESENTATIONS

Four key presentations were given at the plenary session.

Of great value was the joint paper **“Teaching history in a multicultural context: challenges of present-day schools”** by **Professor Ludmila ALEXASHKINA** (Institute of Contents and Methods in Education, Moscow) and by **Dr Irina MYSHINA** (Associate Professor, Chair of History, Socio-Political, Education and Law, Academy of Retraining of Teachers, Moscow).

The authors argued that Russian society has been multicultural since the 16th Century when peoples, who had never belonged to the Old Russia, were assimilated into the Russian State. In the space of 400 years, there was a 400-fold increase in the country's territory and dozens of cultures were incorporated into the Russian state, either voluntarily or by force. In Soviet society ethnic diversity was seen at an official level as a form of existence of the common socialist culture, but, in fact, it was regarded as an obstacle to constructing a new society, as a throwback to the past that would in due course disappear. The idea of the flowering of cultures through their convergence, the gradual elimination of national differences, was prevalent at that time.

In the context of official atheist propaganda there was no point in speaking about cultural diversity.

History school courses, initial and in-service history teacher training were likewise primarily aimed at the formation of the communist ideology of Soviet citizens. Cultural issues were downplayed in school history courses. Lessons in culture usually came down to listing different authors and providing brief summaries of their works. They were also designed with atheist education in mind. The study of the history of the peoples populating the country was far from in-depth; it was superficial, only scratching the surface of the subject, and often offered as an optional course. The main reason for studying this subject was that it was seen to provide, on the basis of local material, a corroboration of the laws governing the development of society. The national or religious specificity of regions was neglected or viewed as a sign of the region's backwardness. Teachers' or learners' ethnocultural uniqueness was virtually disregarded.

The political changes of recent times, as well as the information and technology revolution have opened up society, liberated the individual, and led to an increase in exchange of information and an emphasis on cultural and spiritual values. There has also been a considerable increase in the role of moral, ethnical, religious, cultural and socio-ethical factors, which influence the spiritual inner life of a society.

The speakers argued that history education reflects the emerging new socio-cultural reality. It is seen as challenging old Soviet stereotypes of dealing with such issues, which were based on the rejection of ethnical and religious diversity, and non-acceptance of different ethnic or religious norms, as having the right to exist and

therefore, calling for dialogue forms of communication. However, to begin with, history teachers often had little idea, from their initial training, of how to communicate with pupils who had a different view of the world; they learnt how to do this on their own through practical work. Similarly, they had to take on board the new conceptual-methodological approaches that took root in history in the late 1980s. What occurred was a vindication/rehabilitation of human subjectivity, of the role of motivation, attitudes and assumptions, coupled with a closer attention to spiritual factors. History emerged as a liberal arts discipline focusing on the understanding of people from different cultures and, above all, people with their own historical past. The speakers maintained that the issue of interdisciplinary synthesis, the interaction of methods for studying history, psychology, culturology, arts, religion, and a history teacher's grasp of these methods is of paramount importance for shaping a humanitarian view of the world, and for developing cultural and creative capabilities of Russian teachers and learners.

Psychological support of teachers and of their creative potential, the development of their professional competence and of the ability to build a career are a prerequisite for the system of initial and in-service teacher training. History education should be aimed at the holistic process of learner development and upbringing, at students' socialisation rather than pursuance of academic programmes. The development of key life-related competences: a learner being prepared to use the knowledge and skills he/she has acquired to solve the tasks and meet the challenges of real life are seen as adding value to the academic process. Based on the requirements of a learner to reach a level of preparedness in terms of his/her social-adaptive competence, school-leavers should be able to determine their own identity, perceive it as being an element in the historically formed civic, ethno-cultural, confessional community and simulate behaviours. A learner's personal self-identification involves the perception of national, cultural and historic traditions as well as with self-identification in the social context of modern Russian society. Regarding communicative competence, learners should understand how to communicate constructively through dialogue with peoples of various viewpoints and attitudes.

When the traditional school-leaver undergoes initial teacher training and a university graduate or a teacher enrolls in an in-service training course, both of which are based on traditional approaches to instruction, they instinctively act on their previous experience: their only reason for attending lectures, preparing projects, writing term papers, and taking credits and exams is to receive a certificate of education. This is largely due to the overall conservatism of the education system. As a rule, neither a student nor a teacher has any experience of how to organise their work, of creative innovative activities, of self-management and self-reflection. Therefore, they cannot, nor indeed do they have any desire to, make active use of the knowledge they have acquired and teach their students to do the same.

In conclusion, therefore, Ludmila Alexashkina and Irina Myshina maintain that the question remains of how history education can help ethnic and religious minorities to preserve their religious, cultural and ethnic identity and peacefully co-exist in a multicultural context? How can representatives of various ethno-religious groups

preserve the common all-Russian national and civic identity and smoothly integrate into Russian society? What role should history education play in all this?

Presentation on **“How initial training could help teachers to respond to the challenges of present-day schools and help them to work in a multicultural context”**, by **Dr Marina VOITEKHOVSKAYA**, Tomsk State Pedagogical University. The speaker said that since its foundation in 1902, the university had catered for teachers for the entire region, its student body incorporating representatives of different ethnic groups. The Tomsk region boasts excellent opportunities for the social life of ethnic communities. As of August 2004, there were 9 ethnic –cultural autonomies. There is an association of Northern small indigenous peoples, *Kolta Kup*, and about 30 national-cultural associations. One of the top priorities in the development of Siberia as a multicultural community is the preservation of the cultural heritage of indigenous peoples, particularly those in small numbers.

The Tomsk State Pedagogical University has accumulated valuable experience in studying the cultures of local indigenous peoples – their languages, history, traditions, handicrafts, learning for, example, how their national dress or dwellings are made. The pride of the university is its academic linguistic school that dates back to the early 1940s and is linked with the name of A. Dulson, USSR State Prize winner. The work of the linguistic school and the Department of languages of the indigenous peoples of Siberia is well-known abroad. The University’s Department of archeology and ethnography is one of the best in Siberia; among its faculty members are highly acclaimed experts in the history and culture of local indigenous peoples. The University plans to set up a Centre for the Education of Indigenous Peoples which would aim to preserve the cultural heritage of these peoples, fostering tolerance towards self-identity of these indigenous small peoples.

However, the paper argues that, in the past twenty years, the ethnic and confessional picture of the Siberian Region, as of the Russian Federation as a whole, has undergone considerable change. The specific characteristics of the current situation in the region is determined to a large extent by spontaneous, practically unregulated migration, by an increasing flux of migrants from the Caucasus, Kazakhstan, Central Asia and other foreign countries, primarily, China.

The Tomsk region, an area traditionally characterised by ethnic and political stability, has witnessed the emergence of new factors of social tension: the formation of strong, negative, ethnical stereotypes; manipulation of the ethnic factor; and popular xenophobia. According to Dr Voitsehovskaya, what is needed to prevent inter-ethnic conflict is society and the regional administration joining forces and concentrating their efforts on the support of original cultural traditions and the specific interests of ethnic and religious communities, and on achieving a spirit of tolerance and mutual understanding in a multinational context.

In keeping with the resolution of the University Academic Board, and in view of the fact that the university provides teachers for the entire region, all the faculties offer the course *History and Culture of the peoples of Siberia*. This discipline

reflects the ethnic diversity of the region and throws light on issues related to the ethno-cultural uniqueness of the Siberian region, the history of the Russian colonisation of the area, the specific features of the cultural development of the indigenous inhabitants of the Siberian region. The course *The Cultural and historical space of Tomsk* is obligatory for all university undergraduates. It is a theoretical course devoted to the history of the city, providing an account of local traditions, the city's prominent figures, and explaining the notion "Tomsk – Siberian Athens".

The university's academics have developed and published lecture courses and excursion material based on the above-mentioned discipline. According to the speaker, these textbooks are popular with both students and school teachers who teach the same sort of subject-matter in schools: studies of the Siberian Region, the culture and history of the Siberian peoples, etc.

The course *The History of Education in Siberia* is taught as a part of the regional component of the common professional block at the university. It supplements the *History of Education and Pedagogical Thought* section of the *Pedagogy* course with local material. Special emphasis is placed on the problems encountered by national schools and schools in the compact residence areas of the representatives of certain ethnic groups.

The Department of History pays special attention to the training of specialists for working in a multicultural context. Regional disciplines and options for prospective history teachers include such courses as *ethnography of the peoples of Russia*, *historical geography*, *modern history and problems involved in its reform*. Students majoring in ethnology study *ethnic psychology*, *ethnic sociology*, *introduction to Ural studies*, *the ethnography of the peoples populating the Tomsk region*.

The paper emphasises the important educational function of the university museum *The Museum of the History of Tomsk State Pedagogical University* which, apart from its main activities, initiates many Russian folklore programmes. Thanks to the enthusiasm of students from the Departments of History, Philology, Technology and Economics, and Pedagogy, a special study museum *The Russian log hut in Siberia* has been set up. The Museum will display items collected during ethnographic and folklore field studies expeditions, and will act as a venue for the holding of festivities linked to traditional Russian national holidays. A study and methodological centre, *The Archeological and Ethnological museum* is also being established. It will display such items as national dress, utensils, household articles common to the peoples of Siberia and, in particular, to those of the Tomsk Region.

Of key importance were the papers presented by Council of Europe experts. Their views on the main issue of the seminar were well thought-out and conceptualised since they drew on the vast European experience of history teacher training over a long period of time relating to a specific perception of a teacher's role in the teaching process. Their papers were timely since the search for an effective and relevant model of history education is in full swing in modern Russia today.

“How the initial training of history teachers could help them to work in a multicultural context: an experience of the United Kingdom”, a paper by **Mr Christopher ROWE**, the Principal ‘A’ level Examiner in Manchester and an expert in the training of History teachers. Mr Rowe pointed out that his aim was to discuss practical issues of history teacher training, since his work as an examiner and supervisor of student term papers has provided him with the opportunity of making sweeping comparisons and juxtapositions. In Mr Rowe’s opinion, in order to allow future history teachers to form an impression of the specifics of their work in a multicultural and multiethnic setting, it is essential, at an early stage of their training, to highlight from a methodologically correct perspective the main points of their (as teachers) understanding of history. The main points to be considered in building cultural awareness into history teaching are:

- students’ ability to put the “big picture” in place, i.e. large fragments of the overall historical picture which are central to the development of world history. It is essential to determine the chronological coherence of events - the exact beginning, middle and end of the historical event under consideration. Since students need to put events in historical perspective, it is imperative to explain the main idea of the “big picture” to them at the start;
- a simple and clear mental map of the “big picture” drawn on a sheet of paper can serve as a stepping stone to further discussion and to a gradual building up of important detail, making the map more complex. The mental map can follow chronological order or be problem-orientated. Of paramount importance here are historical maps or illustrations of the actual site of a historical event;
- the multicultural and multiperspective approach. A multicultural approach is a must in studying European and world history as multicultural problems are possibly the most complex issues in history. Classroom work should be based on an alternative vision of history, the possibility of various scenarios. It is equally important that the “big picture” should be based on a logical coherence of historical events. Multiperspectivity includes singling out the different elements of society involved at the time:
 - the ruling elites, as opposed to “the people”;
 - peasants as opposed to workers, or the middle classes;
 - different generations, or differences between men and women;
 - historical sources are especially valuable in reflecting these perspectives;
 - regional differences, reflecting geographical background, religion, nationalities etc.

Historical sources can be very effective in conveying the principle of multiperspectivity which also involves/takes into account a range of opinions and attitudes:

- pro-government propaganda or self-justification;
- nationalism or loyalties;
- right-wing or left-wing ideology;
- a belief in the importance of individuals as opposed to impersonal forces.

Active Learning and Student Participation

There is no one method of achieving this. One should always keep this goal in mind. Even rearranging the seating plan of the classroom in order to maximise interaction and cooperation in discussion of major issues and problems can do the trick. Textbooks should be varied and lend themselves to the implementation of a multicultural approach in history teaching. The following topics can contribute to the development of polyculturalism:

- The impact of the Great Patriotic War upon ordinary people;
- The End of Communism and the Years of Transition;
- “1968” and Youth Revolution in both East and West;
- The Age of Discovery (case study the Conquest of Mexico);
- Transcontinental Railways (case study the Trans-Siberian 1860-1914).

In conclusion, Mr Rowe voiced his opinion that students’ multicultural awareness should be backed up by skills’ reinforcement.

The paper presented by the Norwegian expert **Mr Arild THORBJØRNSEN**, Deputy Director General Norwegian Ministry of Education and Research was entitled **“How the initial training of history teachers can help them to work in a multicultural context: abn experience of Norway”**.

A former gymnasium principal and author of a history textbook for upper secondary schools, the speaker expressed his view that there can be no single “Best Way” model of fostering multiculturalism, since local needs should always be recognised and networking between heads of educational establishments and historians regarding specific aspects of teaching multicultural dialogue in history is called for. In this connection, Mr Thorbjørnsen recommended the book “Teaching 20th Century European History” by Dr Robert Stradling, published and translated into Russian by the Council of Europe. The Tomsk State Pedagogical University printed copies of this publication for the participants of the seminar.

The speaker touched upon learning strategies and the aim of historical knowledge in particular. From his point of view, it includes the understanding of the past, awareness of the present and expectations of the future. In this connection, a person needs historical knowledge, inter alia, for self-identification and self-respect. Acquiring new knowledge enhances planning abilities and effective time management, creates new possibilities for using reference sources and, as a result, teaches people to assess, and to express their personal evaluation of historical events. That is why historical knowledge has a special role to play in the context of modern social change – the formation of new independent states, problems in ethnic policies, growing migration flows, focus on gender relations.

The teacher training system in Norway takes into account world trends, national traditions and regional and even local factors. It includes:

- (a) training of teachers in primary and lower secondary education - the so-called **concurrent model**. The framework of the curriculum of the concurrent model is decided by the Parliament;
- (b) training of teachers for upper secondary education - the consecutive model. This model is offered by universities and colleges, each of which sets its own curriculum of the consecutive model.

According to Mr Thorbjørnsen, a clear-cut curriculum, adequate textbooks and manuals, and good teaching methods are all that is needed for effective history teacher training. However, the materials should be assessable and learning texts should present divergent points of view whilst featuring a variety of assignments and illustrative material, and raise interdisciplinary topics and allow for a variety of class and out-of class activities.

Touching on the issue of the integration of intercultural dialogue in history teaching, Mr Thorbjørnsen emphasised that history should be seen not as “a body of knowledge”, but rather as a basis for understanding. This implies linking multiculturalism to students’ everyday experience. Besides, teachers should not stick to one particular historical conception; they all belong to a particular historical period and are, at least, arguable.

III. SUMMARY OF DISCUSSIONS AT THE ROUND TABLES

The plenary papers presented by the Russian academics and the Council of Europe’s experts served as a springboard for the discussion of a variety of issues regarding the effective training of history teachers for working in a multicultural context. Round table discussions featured high on the seminar programme and the participants, both Russian and foreign, covered a lot of ground in terms of principles and professional issues.

Round Table 1 “Crossroads of cultures”

The participants emphasised the lack of a civilisation approach in initial history teacher training. There has been a growing interest in this issue on the part of university academics and methodologists at in-service teacher training institutions. The need for a more fundamental methodological initial training of history teachers was underscored.

While the curriculum at Russian pedagogical higher education establishments allocates a considerable amount of time to studying world civilisations and cross-civilisation analysis is a teaching priority, the secondary school curriculum sets aside only 2-4 academic hours a year for the study of Oriental civilisations in the new and most recent ages, thus leaving young teachers little chance to share their

knowledge with students. Though Russia may appear to offer an example of peaceful coexistence of different cultures, in fact this is often not the case. In reality, Russian secondary school pupils have a very vague idea of cultures other than those of Russia and the West. This situation could be improved by the introduction of modern theories into secondary school process, for instance, the modernisation theory which makes it possible to present materials in a more compact, concept-based form, above all within the framework of the comparative-typological approach.

Speaking about cultural interaction, the participants focused on the significance of multiperspectivity in history - an approach which views an event from different perspectives - as a prerequisite for effective cross-cultural dialogue. All participants agreed on the need to continue research into this problem and to work out mechanisms for implementing effective intercultural dialogue within the framework of initial and in-service teacher training.

Another factor acting as a stimulus to successful cultural interaction is a selective approach to study themes (at federal and regional level) which would serve as an impetus to multicultural dialogue and a free and open exchange of experiences and ideas on various aspects of multiculturalism in a classroom. It was likewise noted that the general cultural process itself is a natural environment conducive to cultural interaction, to the culture of peace and non-violence. The culture of peace and non-violence implies the ability of students and teachers to enter into a specific interaction based on the awareness of world values, humanism and aimed at the purposeful integration of these values into the students' everyday behaviour.

Round Table 2 “The role of an interdisciplinary approach in understanding specific features of a multicultural society”

The participants acknowledged the fact that interdisciplinary and integrative approaches should be seen as key distinctive characteristics of the modern phase of the development of social knowledge. These trends imply the erosion of demarcation lines between different social sciences, the affirmation of their open character, the achievement of coherence and consistency and links between various disciplines. The social theory which shapes up the new contours of society and people living in it is not a result of the global synthesis of accumulated interdisciplinary knowledge and traditions but should be seen, rather, as an interdisciplinary interactive process within a unified communicative field. This also has an impact on contemporary developments in education.

An interdisciplinary approach in history education is implemented through problem-setting and solution which implies teaching students how to analyse specific aspects of these problems within a broader socio-cultural, psychological, linguistic, geographic and socio-economic context. In terms of connecting education with science the interdisciplinary strategy implies the integration of subjects on a common problem-oriented basis.

The multiculturalism of Russian society suggests the priority of culturological, religious, ethnological factors which allow dialogue to become the basis of peaceful coexistence of various ethnic groups. Thus, the interdisciplinary approach is prompted not by the logic of the theoretical desire for cooperation between the sciences within the framework of a certain project, but it rather follows from the logic of history itself. By definition, history is multidisciplinary, hence initial teacher training should effectively convey the entire range of knowledge constituting the subject-matter of history.

A group of Russian participants raised the question of whether a history graduate can work in a multicultural setting given the transition of the educational system into a two-stage initial training system. Some believe that a subject teacher should have a Master's (which means higher pay), not a Bachelor's degree since a first degree course cannot offer higher level training in social and philosophical disciplines. This opinion found little support among other participants who consider that an interdisciplinary approach should be introduced as early as the first year of initial training and run through the entire period of studies. Interdisciplinary communication teaches good specialist skills, but in order to achieve this, departments within a university should interact on a systematic and conscious basis showing awareness of the interconnection of various subjects.

The Novosibirsk State Pedagogical University presented examples of good practice which interested seminar participants: for over ten years the university has been offering initial teacher training in two disciplines. For example, history and culturology undergraduates also study Oriental languages, take part in study trips to China and Japan, and, having already encountered the interdisciplinary approach in teacher training, they are ready when their turn comes to teach, to introduce intercultural dialogue in school process.

Representatives of several Russian higher education institutions stressed the necessity of new approaches in writing graduation papers. It was stated that graduation papers could have an integrative character and consist of two parts – the historical part proper and the pedagogical part specifying methods of working with secondary school students in the spirit of intercultural dialogue, training them in methods of historical analysis, in the evaluation of historical sources, and in how to combine historical content with social psychology.

Round Table 3 “History teacher competences needed to work in a multicultural context”

On the agenda were the basic issues of developing the competences of history teachers working in a multicultural context; prospects for upgrading the current system of initial history teacher training in pedagogical institutions. The papers presented covered the following aspects:

- how far do pedagogical higher education institutions meet the requirements of contemporary schools for training of history teachers capable of introducing dialogue forms into classroom practice?

- the provision of a modern educational system capable of developing the ability of future teachers to raise themes during history lessons that are controversial and open to different interpretations according to the multicultural environment in question;
- how to form tolerance by fostering competence during initial history teacher training?

It was stressed that competence goes beyond a teacher's system of knowledge and skills, and also includes his/her experience of applying them in different situations. Competence, at the same time, pertains to the subject-matter, content and values relevant to the teaching profession. It cannot be developed within the framework of one subject (in our case the study of a future history teacher) because competence is subject-free and is, first and foremost, the result, of a person's holistic education.

According to the European experts, the first priority in teacher training is formation of skills necessary to summarise historical events and place them within the context of a clear-cut, inclusive overview, skills of selecting information and identifying the cornerstones in the material under consideration, of maintaining coherence and consistency in material presentation, of setting individual learning tasks and assignments, of planning classes with regard to direct student involvement, of using analytical methods and piloting innovative teaching ideas.

In this context, the Russian seminar participants stated a misbalance between falling standards in professional teaching skills and a growing emphasis on studying the subject itself which, in turn, results in a teacher not being sufficiently prepared to realise his/her profession.

Nevertheless, the subject-related competences which should be developed by a teacher working in a multicultural context, are not always up to the mark either. Thus, history teaching is focused on the histories of the USA and Europe, while hardly any attention is paid to Latin America, Africa and, in particular, Asia. In Russian history lessons, too little time is allocated to the history of Siberia and local history. This leaves little chance for students to feel and understand the unique features of their own and other civilisations, differences in cultures and mentalities.

The participants reached common ground on the problems attached to the dissemination of ideas of multiculturalism in schools: the predominance of a Euro-centrist approach to teaching history; nationalism among younger learners which is due to the policies of certain governments and states as well as to family education and upbringing, and, finally, the narrow vocabulary of children of different ethnicities. The prevailing sentiment in the discussion relating to professional requirements and standards of a history teacher working in a multicultural context was that, in addition to knowing the factual material and being conversant with various teaching methods, a teacher should also be able to set aside his/her own, personal emotions regarding controversial and historical issues.

Another important requirement for a teacher working in a multicultural context is a knowledge of child psychology. A teacher working with children from different ethnic backgrounds should have a higher level of competence than a teacher working in a monoethnic environment because, in the final analysis, the sort of education and upbringing his/her pupils receive, and their perception of the world will depend to a large extent on the teacher concerned.

Thus, core initial training and formation of required competences should be based as much as possible on the students' acquisition of knowledge in culturology, religious studies, social studies, civic studies, psychology, modern educational technologies, teaching methods including dialogue, discussion, simulation, case studies, team work, out-of-class activities and debates.

Round Table 4 “The concept of a school of national cohesion and on how to involve pupils in intercultural dialogue through teaching history”

During the round table discussion the participants acknowledged the special role of history as a subject in the modern system of liberal arts education. In a multicultural context, history is instrumental in developing students' moral and ethical principles, fostering civic values, as well as their world views on the basis of their perception of the historical processes underlying, cultural, religious and ethnical traditions. This indicates the huge educational potential of history.

A teacher's personality is a key factor in a teaching process. A crucial issue here is how to form the system of values of the prospective history teacher. The personal, or self-development of a teacher should be geared towards an understanding of the spiritual culture of their pupils. Most of the subjects that make up the core initial training curriculum have an axiological basis. However, the participants stated that at the present time there is no single interactive interdisciplinary course on multiculturalism. There is an obvious need for history teachers who will make active use of new approaches and tools to involve students in intercultural dialogue. Interactive teaching, which develops a student's ability to cooperate, resolve conflicts, conduct a dialogue, engage in self-reflection, and evaluate the result, is just an activity-based method. Active forms of group work in history classes in a multicultural setting makes for more effective and successful school process.

The round table participants consider, therefore, that interactive teaching methods should be used more frequently in teaching history and methodology to students. In order to increase their pupils' acquaintance, with the innovative teaching methods used by leading history-teacher lecturers, it would be useful for secondary school history teachers to conduct seminars on the theory and practice of methods of teaching history and in the supervision of students' teaching internship.

IV. INTERCULTURAL DIALOGUE IN SCHOOLS OF THE TOMSK REGION

One of the highlights of the seminar was the programme of visits to Tomsk schools during which seminar participants could familiarise themselves with local experience in education.

On day one, the participants visited the Tatar National Secondary School in the village Chernaya Rechka (the Black River) where they attended the master class on “Preservation of national self-consciousness of children in a multicultural setting”. The introduction of the Koran in history and literature classes for primary school children made a strong impression on the participants of the seminar. The Muslims’ Holy Scripture offers good opportunities for demonstrating cultural diversity to Tatar children, for using works by Pushkin, Lermontov, Dostoevsky and other Russian classics in the anthropocultural context.

On 30 September the participants visited Zaozernaya Secondary School N°16 specialising in liberal arts education. The school has accumulated considerable experience in fostering a spirit of tolerance through history teaching, Siberia studies and civic studies. The school is affiliated to UNESCO as an educational establishment preserving national cultures, its student body incorporating 21 ethnic groups. The seminar participants attended the school mini-festival of national cultures and an exhibition of teaching materials, as well as assisting a number of interesting lessons given from a multicultural perspective.

The lessons included:

- a lesson of Siberian studies “The Culture of the Homeland” (teacher: E. Astrahantseva, 7th Grade);
- a history lesson “Multicultural map of modern Siberia exemplified by Zaozernaya School” (teacher: L. Dzema, 9th Grade) with focus on ancestors’ cultural heritage and schoolchildren’s genealogy;
- a lesson in social studies “Russia: East or West?” (teacher: O. Mamai, 10th Grade) where pupils analysed various sources in an attempt to identify factors that had influenced the formation of the Russian civilisation;
- a lesson of the Ukrainian language as a part of the cycle “The History of Ukraine” (teacher: A. Makarevitch, 9th Grade), devoted to Ukrainian hetmanship and Hetman Sagaidachniy.

On the last day of the seminar, some of the participants – the Chechen delegation – visited the school in the village of Bogashevo where children of Chechen migrants study.

The bulk of the participants (academics, school teachers and experts) visited the Gymnasium N°6 specialising in the German language, and the Pre-gymnasium. Introduction to the German culture is an integral part of school programme; the

school is implementing the project “The cultural environment of the Gymnasium: step by step towards tolerance” supported by the “Open Society” Institute.

The seminar participants attended classes where the following topics were discussed:

- “The life of feudal lords in the Middle Ages”, 6th Grade conducted in the form of a role play in German (teachers: L. Osinina and A. Kurenkova);
- “The history of Germany through museums and palaces” (teachers: L. Selezneva and O. Obratsova);
- “The history of Germany through the eyes of modern youth” in the form of a debate ,10-11th Grades (teacher: D. Steier, Germany)

On the same day, the seminar participants visited Tomsk School N°10 – a school of national cohesion. The school is located in the area of Zaistochie which is a historically established area of the compact residence of the Tatars. There are 300 pupils in the school now, 30% of whom are children of Tatar, Azerbaijani, Tadjik, and Kyrgyz backgrounds. The school offers options which allow pupils to learn their native languages and cultures, and hosts national festivals for children and adults. The school’s main areas of activity are:

- formation of a pupil’s intellectual capabilities and moral values with regard to the ethno-psychological specificity of cognition and of national pedagogical traditions;
- provision of the secular and scientific character of the learning process, its improvement with regard to national cultures, cultural dialogue, recent technological and scientific achievements.

The seminar participants met the Mursalovs, a family of migrants from Azerbaijan, took part in the round table on “*The concept of a school of national cohesion and on how to involve pupils in intercultural dialogue through teaching history*”. Interesting teaching materials can be found below in the Appendices.

V. RECOMMENDATIONS OF THE SEMINAR

The seminar demonstrated the relevance of raising the issue of initial training of history teachers in the Russian Federation and, in particular, whether young teachers are ready to work in a multicultural and multiconfessional context. All the participants acknowledged that a history teacher has a special role in fostering national and cultural tolerance as well as the significance of initial teacher training, acquisition of relevant teaching tools and methods in the light of developments of the multicultural approach.

1. In light of the special relevance of teaching history in a multicultural context, formation and development of adequate professional-pedagogical competences of modern history teachers, the participants deemed it necessary to bring the following recommendations to the attention of the academic community:
 - to start the preparation of a textbook for teacher training institutions on “New methods in the initial training of history teachers”. Such a textbook could be written by a group of authors from Russia and Europe ;
 - despite the transition to the “bachelor-master” teaching model at teacher training institutions, it is deemed necessary to allocate proper time in the curriculum for studying the history and culture of the peoples of Asia, Africa, Latin America, and of Russia’s regions since these themes are instrumental in the development of multiculturalism of history teachers;
 - to acknowledge the need for the development of integrative courses which systematise knowledge and skills acquired through various social sciences and, thus, strengthen the problem-oriented character of training. These courses should be open to: firstly, other historical, social and economic themes; secondly, to new themes and problems; thirdly, to new facts and methods of argumentation; and fourthly, to new teaching methods;
 - to discuss the possibility of holding a methodological seminar on the development and preparation of various teaching materials that highlight the specificity of a multicultural environment and of methods of teaching history in a multicultural context, of designing special courses and seminars on tolerance both in Russia and worldwide, and on intercultural dialogue in modern Russia;
 - for a more successful dissemination of the multicultural approach in teacher training institutions, to consider plans of holding permanent seminars for teachers and students from various departments and faculties. Such seminars could contribute towards the coordination of activities undertaken by academics and researchers regarding initial

training of teachers for work in a multicultural and multiconfessional context;

- based on the experience of the Novosibirsk State Pedagogical University, consider the “dual major” (history and culturology, history and modern languages) as fruitful;
- to integrate interactive methods (discussions, debates, disputes, role plays, case studies) of teaching subject-related disciplines and in courses on methodology of teaching history with the aim of training skills needed to work in a multicultural context.

2. The participants deem it important to develop a teacher’s personal creative competences. To improve a teacher’s efficacy at the level of the initial training, it is necessary to:

- stimulate the development of student’s projects on multiculturalism and intercultural dialogue;
- develop international and cross-regional cooperation, exchange programmes between initial and in-service teacher training institutions;
- promote a variety of student’s non-governmental associations and unions;
- set up a working group for analysing the experience acquired by the school of national cohesion in Tomsk and other schools with the ethnocultural component of education;
- motivate leading history schoolteachers to run seminars on new methods in teaching history and to involve students from pedagogical institutes in these activities with the aim of increasing innovative experience.

APPENDIX I

PROGRAMME OF THE SEMINAR

Wednesday 28 September 2005

Arrival of the participants

Thursday 29 September 2005

9.00 – 9.30 Registration of the participants

9.30. - 11.30 **Plenary Session (Business Centre “Tomy”)**

Chair: Dr Marina VOITEKHOVSKAYA, Vice Rector, Tomsk State Pedagogical University

Opening of the Seminar by:

- i. Mr Alexander MAKAROV, Head of the Tomsk Administration;
- ii. Ms Larisa EFREMOVA, Deputy Director of the Department of International Co-operation, Ministry of Education and Science of the Russian Federation, Moscow;
- iii. Ms Tatiana MINKINA-MILKO, Administrator, Education Directorate, Council of Europe;
- iv. Professor Vladimir OBUKHOV, Rector, Tomsk State Pedagogical University.

Presentation on: “Teaching history in a multicultural context: challenges of present-day schools”, by Ms Irina MYSHINA, Associate Professor, Chair of History, Socio-Political, Education and Law, Academy of Retraining, Moscow, and Professor Ludmila ALEXASHKINA, Institute of Contents and Methods in Education, Moscow.

Presentation on “How initial training could help teachers to respond to the challenges of present-day schools and help them to work in a multicultural context”, Dr Marina VOITEKHOVSKAYA, Tomsk State Pedagogical University.

11.30 - 12.00

Coffee break

12.00 - 13.30

Plenary session

Chair: Dr Marina VOITEKHOVSKAYA, Vice Rector, Tomsk State Pedagogical University

Presentation on “How the initial training of history teachers could help them to work in a multicultural context: an experience of the United Kingdom”, by Mr Christopher ROWE, Principle ‘A’level examiner in Manchester, United Kingdom.

Presentation on “How the initial training of history teachers could help them to work in a multicultural context: an experience of Norway”, by Mr Arild THORBJØRSEN, Deputy Director General, Ministry of Education and Research , Norway.

13.30 - 14.30

Lunch in the Business Centre “Tomy”

15.00 – 16.30

Intercultural interactions within the learning process: master classes in the Tatars’ national secondary school in Chernaya Rechka.

16.30 – 17.00

Coffee break

17.30 – 19.00

Round Table 1 on “Crossroads of cultures” (Business Centre “Tomy”)

Chair: Ms Tatiana MINKINA-MILKO, Council of Europe

Rapporteur: Dr Alexei KRUGOV, Stavropol State University

19.30 - 22.00

Official Dinner (Business Centre “Tomy”)

Friday 30 September 2005

- 9.30– 11.00 **Round Table 2 on “The role of an interdisciplinary approach in understanding specific features of a multicultural society”**

(Tomsk State Pedagogical University, main building, room 335)

Chair: Ms Irina MYSHINA, Academy of Retraining of Teachers, Moscow

Rapporteur : Dr Nataliya VYTCHENKO, Head of the Chair of Philosophy and Social Sciences, Tomsk State Pedagogical University, Tomsk
- 11.00 – 11.30 Coffee break
- 12.00– 14.00 A visit to the Tomsk school N°16 and participation in the interactive lessons aimed at training such pupils’ skills as tolerance.
- 14.30 - 15.30 Lunch (Café “Visit” in Tomsk)
- 15.30 -17.00 **Round Table 3 on “History teacher competences needed to work in a multicultural context”**

(Tomsk State Pedagogical University, main building, room N°335)

Chair: Professor Ludmila ANDRUKHINA, Director of the Institute of the Development of the Regional System of Education, Yekaterinburg

Rapporteur: Mr Roman ROMANOV, Tomsk State Pedagogical Institute
- 17.30 – 18.30 A visit to the Educational museum “Russian izba in Siberia” (Tomsk State University, building 8).
- 19.30 Dinner (Business Centre “Tomy”)

Saturday 1 October 2005

- 9.30 – 11.30 A visit to Tomsk Gymnasium N°6 where the major part of pupils are of German origin.

For the Delegation from Chechnya: a visit to the secondary school in Bogashevo where the major part of pupils are Chechens.

Discussions with teachers and pupils on “National identity in a multicultural context and how this should be reflected in the education process”.

11.30 – 12.00

Coffee break

12.00 – 13.30

Round Table 4 on “The concept of a school of national cohesion and on how to involve pupils in intercultural dialogue through teaching history”

(Tomsk School N°10)

Chair: Dr Zulfia KAMALETDINOVA, Tomsk State Pedagogical University

Rapporteur: Ms Olga PETROVA, Tomsk State Pedagogical University

13.30 – 14.30

Lunch (Café “Visit” in Tomsk)

14.30 – 16.00

Rapporteurs of the Round tables and General Rapporteur will prepare the reports.

16.00 -16.30

Coffee break

16.30 – 18.00

Plenary session

Chair: Dr Marina VOITEKHOVSKAYA, Vice Rector, Tomsk State Pedagogical University

- i. Presentation of the conclusions and recommendations of the rapporteurs of the round tables.
- ii. Presentation by the General Rapporteur of the overall conclusions and recommendations of the Seminar.

Comments by the participants

Closing speeches of the Seminar by:

- i. Ms Larisa EFREMOVA, Deputy Director of the Department of International Co-operation, Ministry of Education and Science of the Russian Federation, Moscow;
- ii. Ms Tatiana MINKINA-MILKO, Administrator, Council of Europe;
- iii. Professor Vladimir OBUKHOV, Rector, Tomsk State Pedagogical University.

Sunday 2 October 2005

Departure of the participants

APPENDIX II

LIST OF QUESTIONS FOR DISCUSSION DURING THE ROUND TABLES

Round Table 1 *Crossroads of cultures*

Chair: Ms Tatiana MINKINA-MILKO, Council of Europe

Rapporteur : Dr Alexei KRUGOV, Stavropol State University

1. How could civilisation approaches be used when training history teachers?
2. How could such a phenomenon as cultural interaction be reflected in the initial training of history teachers?
3. How the question of influences, including mutual influences, is reflected in the initial training of history teachers?

Round Table 2 *The role of an interdisciplinary approach in understanding specific features of a multicultural society*

Chair: Ms Irina MYSHINA, Academy of Retraining of Teachers, Moscow

Rapporteur : Dr Nataliya VYTCHENKO, Head of the Chair of Philosophy and Social Sciences, Tomsk State Pedagogical University, Tomsk

1. How to build bridges between history – culturology – history of fine arts – history of religions – history of ethic teachings?
2. How could an interdisciplinary approach between the above-mentioned areas help teachers to develop intercultural dialogue through teaching history?
3. Are teachers being presently trained to work on the basis of interdisciplinary approaches?

Round table 3 *History teacher competences needed for the work in multicultural context*

Chair: Professor Ludmila ANDRUKHINA, Director of the Institute of the Development of the Regional System of Education, Ekaterinburg

Rapporteur: Mr Roman ROMANOV, Tomsk State Pedagogical Institute

Students of the Tomsk Pedagogical University and young history teachers are invited to take part in this session

1. The use of dialogue forms in teaching history in present-day schools and how initial training responds to this need?
2. The ability of teachers to present controversial and sensitive issues including conflicts in a multicultural environment and how the present-day system of initial training responds to this challenge?
3. How should initial training help history teachers to acquire competences which will allow them to promote tolerance when teaching history in schools?

Round table 4 The concept of a school of national cohesion and how to involve pupils in intercultural dialogue through teaching history

Chair: Dr Zulfia KAMALETDINOVA, Tomsk State Pedagogical University

Rapporteur: Ms Olga PETROVA, Tomsk State Pedagogical University

1. How should history teaching reflect the system of values and what is the role of a teacher in this process?
2. Does the present-day system of initial training prepare teachers to promote democratic values when teaching history in a classroom?
3. Interactive methods in teaching history and how does present-day initial training responds to this challenge?

APPENDIX III

LIST OF PARTICIPANTS

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APPENDIX IV

1. Outline of the demonstration class on “German history through museums and palaces”

The lesson designed and conducted by the following teachers of the Gymnasium:

L. Selesneva, (a teacher of German)

O. Obraztsova (a teacher of English)

Date: 1 October 2005

Venue: Gymnasium N°6, Tomsk

Type of lesson: integrated

Aims:

- to develop pupils’ communicative and sociocultural competences which will enable them to use these skills in their everyday life;
- to encourage students’ interest, curiosity and seeking for knowledge, broaden their horizons, improving their language capabilities (memory, concentration, speech hearing, probabilistic forecasting).

Educational aspect:

- moral education – the feeling of patriotism-internationalism, respect of other nations and human values;
- aesthetic education – need of beauty, sense of beauty, understanding of genuine art, aesthetic sense.

Visual aids and materials:

Reproductions of Meissen porcelain, clothes typical of the Renaissance period, pictures of Tomsk, a map of the Tomsk Region, students’ projects.

Class management:

The teacher’s introduction.

By way of introduction, the teacher tells the visitors about the role of the German language in the school life. Pupils study German from the 1st to the 11th Grades. For many schoolchildren it is their favourite subject. Senior pupils are offered specialised courses of translation techniques, interpreter/guide, German literature and cultural studies. During these classes they learn a lot of interesting things about German history, famous sights, traditions, habits of the people. They research, discuss and compare various aspects of people’s lives and find a lot in common.

By studying other cultures, pupils come to value and better understand their own culture, whilst seeking to learn more about the region in which they live, about the people living in the Tomsk Region. It is home to many ethnic groups with their unique culture and traditions. That is why the learners represent this region.

The pupils study English as a second foreign language. Competence in two languages enables them to communicate successfully with their foreign counterparts and adequately represent their region.

The lesson which you are attending now is organised in the form of a bilingual excursion conducted in English and German.

Guides meet a group of schoolchildren and tell them about Tomsk and the Tomsk Region in English.

- Translated from Tatar the word “Siberia” means “sleeping land”.
- The Tomsk Region is located in the southeast area of western Siberia. In the east, the region borders on the Krasnoyarsk Region, in the north and northeast - on the Tyumen Region and in the south and southeast – on the Omsk, Novosibirsk and Kemerovo Regions.
- The territory is a plain covered with forests and marshes, the latter taking up to 30% of the entire territory. Vasyuganskoe Bog is the largest bog in the world.
- The climate is continental with warm summers and cold and snowy winters. Average January temperature is – 21°C average July temperature is + 18°C.
- Winter is long and lasts for about 105 days a year. The ground is covered with snow from October to May. The lowest temperature was registered at - 58C in the Pervomaisk Region.
- There are 23 rivers and 110 000 lakes in the Region. Main rivers are Ob, Tom, Chulym, Ket, Tym, Chuya, Vasyugan and Parabel.
- The Tomsk Region is rich in mineral resources, such as oil, gas, coal, and iron ore. Local residents are fond of mineral water produced from local wells.
- Taiga accounts for one-fourth of the forests in the Region.
- There are 16 municipalities and six towns in the region: Tomsk, Seversk, Kedrovii, Asino, Kopashevo, and Strejnevoy.
- The population is 1,074,000 people. It is made up of Russians, Ukrainians, Belorussians, Germans, Tatars, Selkups, and other northern peoples.
- The Kety are the oldest ethnic group in Siberia. Translated from the Kety language the word means “man”. The Kety gave names to many settlements and rivers. Now there only 12 Kety living in the Tomsk Region.

The guests asked the guides various questions and they told the visitors about many beautiful legends related to the name of the city and the River Tom'. One legend says that the river is named after the lovely young girl by the name Toma. Toma was in love with Ushaj, a handsome, young, yet poor, man. The girl's father wanted her to marry a rich khan. Desperate, the young beloved drowned themselves in two neighbouring rivers. Since then the rivers, on whose banks our city stands, were called Tom' and Ushajka.

The students spoke about the preservation of traditions and customs of the German people in the city. There are two large centres of German culture in Tomsk: the

Russian-German Centre attached to the Tomsk Pedagogical University and the Russian-German House. The centres host festivals of traditional German songs and dances and offer interest groups to students and younger children. They also run annual summer programmes for young people in order to improve their language skills.

At the next exhibit the group is met by a guide who told the schoolchildren about the origin of Meissen porcelain.

Many people are interested in the origin of porcelain. Japan and China kept the recipe secret, and European masters had to invent porcelain themselves. Constant attempts had been made to uncover the secret since the middle of the 15th Century but it was only at the early 18th Century that the attempts eventually bore fruit. Johann Friedrich Böttger and Walther von Tschirnhaus invented porcelain in 1708 in Meissen (the Federal land of Saxony). In 1710, the first European hard porcelain article was produced. The original china had simple forms. Originally, the word "Meissen" meant the location of the factory. Today it is one of the oldest and most world-renowned trademarks. In the first half of the 18th Century first desktop bells appeared. The first bells had a shape of skirt and were 11cm high and 9cm in diameter; the design has stayed essentially the same over 200 years.

In the second part of the 18th Century floral motifs and Oriental flowers prevailed in porcelain decoration. Leaf-shaped and berry-shaped patterns were very popular at that time. In the early 19th Century German masters began to use flowers and garlands as decorative patterns. These bells are still produced at the Meissen Manufactory. Tourists can visit the factory's exhibition halls and demonstration workshops and witness the production process. Meissen thimbles are extremely popular. They are always white in order to bring out the beauty of the porcelain. The bell has a rounded top and many "rills". Other shapes also exist but are hard to come by. These bells are A-shapes with "rills". The production of these thimbles began in 1996. To celebrate the new millennium bells will come in a new shape. Antique thimbles can be found in antique stores and at Christie's.

How can one tell Meissen porcelain from the porcelain of other producers?

Two crossed swords is a symbol of Meissen porcelain. The porcelain has a 300-year history and is a part of the world cultural heritage. World famous museums such as the Hermitage are proud to have Meissen porcelain in their collections. Among the customers of Meissen Manufactory were Catherine II, Alexander II, Augustus the Strong, Karl Faberge, Dukes Stroganoff and Yusupoff.

The factory still produces the same types of porcelain as it did at the time of its foundation.

Our next exhibit is devoted to the history of German national dress.

Clothes played an important role during the heyday of the Renaissance when Leonardo da Vinci, Titian, Rafael and Michelangelo depicted people from a

humanistic perspective. Women's clothes of that period, unlike those of early Renaissance, were characterised by harmonious and well-balanced forms and colours, but they were also sensible. Even Madonna appeared as a simply-clad young woman. However, expensive fabrics were used, heavy velvet, brocade and silk set off the shape of pleats. Splendid, priceless jewellery was used not only for decorating clothes and berets, but also to support slitted sleeves, as depicted by Johann von Aragon.

Along with hair parted in the middle and false hair, uncovered hair was also common. However, women avoided fancy hairstyles. Fashion-minded women preferred hairnets, cascades of soft veil, high hats and wigs. Fans, along with gloves and ornate handkerchiefs, were another fashion accessory.

Now we will visit an exhibition devoted to the history of our puppet theatre.

The theatre was founded in 1990 and is called "The World of fairy tales". The tales by the Grimm brothers, which tell us about German history, about the fight of the evil and the good, are staged in our theatre. Displayed are the puppets – main characters of fairy tales. The puppets are made by the schoolchildren under the teachers' guidance. The excursion is over. Thank you very much for your attention.

Now we will take a short test to see who was the most attentive.

Please choose the correct answer:

1. Porcelain was first invented in Meissen by :
 - A. Böttger and Tschirnhaus
 - B. Albert Einstein
 - C. Titian and Rafael
2. What did Meissen factory produce in the 18th Century?
 - A. clothes
 - B. bells
 - C. footwear
3. What Meissen products can be bought in antique shops?
 - A. furniture
 - B. thimbles
 - C. cars
4. How can one tell Meissen porcelain from other trademarks?
 - A. beauty
 - B. colour
 - C. two crossed swords

5. What Renaissance artists do you know?
 - A. Leonardo da Vinci
 - B. Rafael
 - C. Titian
6. Which fabrics were used in the Renaissance period?
 - A. Velvet, brocade, silk
 - B. velour, corduroy
 - C. pincheck
7. How did Renaissance women decorate their hair?
 - A. with flowers
 - B. with a hairnet
 - C. with jewellery
8. How long has the Puppet theatre existed?
 - A. 5 years
 - B. 15 years
 - C. 10 years
9. How did the theatre get its puppets?
 - A. the puppets were bought
 - B. the puppets were a present
 - C. the puppets were made by the pupils

Conclusion

Please choose five common human qualities that help you to communicate with people from other countries:

Industriousness

Order

Independence

Modesty

Openness

Optimism

Tolerance

Punctuality

Self-discipline

Being a sympathetic listener

Love and affection

Single-mindedness

Rapture, inspiration

Charm

Kind-heartedness and

sensitivity

Courage

Humour

Friendliness

Creativity

Desire to learn

There is an answer to this assignment:

Professors from the Goethe Institut surveyed a large number of people and arrived at the following conclusion: the following qualities are the most important

- kind-heartedness and sensitivity;
- openness;
- being a sympathetic listener;
- desire to learn;
- modesty.

At the end, the teacher expressed her hope that all pupils have these qualities and that they help them to communicate with people of other cultures.

2. Outline of the lesson of German “German history through the eyes of modern youth”

By Mr Dirk Steiner, a teacher from Germany, currently working in Gymnasium N°6 in Tomsk

Contents of the lesson:

- student perceptions of Germany;
- background knowledge about German history;
- key historical figures/ events;
- meeting points of Russian and German histories;
- reading comprehension “What is history for?”;
- learning from history.

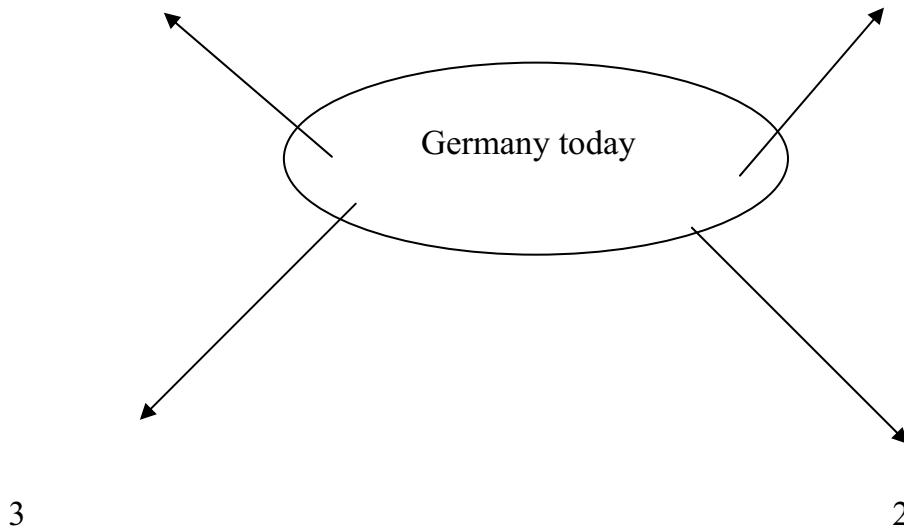
Aims of the lesson:

- (a) content: pupils reinforce and build up their knowledge of German history. They are supposed to know key historical figures and events, be able to compare them. Then they will be able to find common ground between Russian and German histories. They reflect on the question of why they study history.
- (b) skills: formation and reinforcement of listening and reading comprehension skills. Pupils are supposed to be able to argue and support their point of view. They work individually and in teams.

Class management:

1. Brainstorming

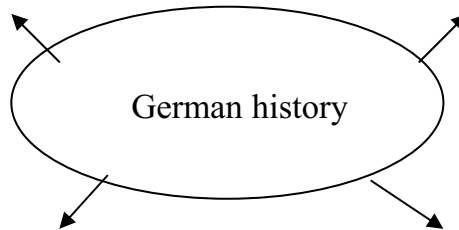
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A pupil at the blackboard;
Brainstorming for ideas/ reflections;
Instruction: we will get back to it later.

2. (a) A pupil at the blackboard, other pupils list famous events/figures in German history.

Cluster development



2. (b) Pupils are given names of various famous people in German history and corresponding historic events; famous figures and events are listed chronologically in groups; reporting.
3. (a) Testing text comprehension.
Switch to another type of activities:
Who is interested in history?
What are your favourite topics?
3. (b) Exercise: Who is not interested in history at all?
4. Text "What is history for?"

Silent reading; discussion of the contents.

5. (a) Comprehension test.

What subjects does Martin like?

Why is he not interested in history?

5. (b) Answering questions.

“What is history for?”

5. (c) Gapped text

Wir muessen die Vergangenheit , damit wir die Gegenwart und die Zukunftkoennen.

(put in the following verbs: gestalten, kennen, verstehen)

We must ... the past in order to ... the present and will be able to ...the future.

Put in the verbs: create, know, and understand.

6. Summary: German history and perception of Germany abroad

Outcomes

Link up of the beginning of the lesson with the brainstorming.

Have the Germans drawn lessons from their history?

Additional materials used during the lessons:

1. Famous figures:

Otto von Bismarck

German politician

Born: 1815, died: 1898

Prussia's Prime Minister since 1862, member of the Prussian Government in Germany. Reich Chancellor (1871-1890) after the foundation of the Reich.

Helmut Kohl

German politician

Born: 1930

Prime Minister of the Rheinland-Pfalz Land (1996-1976)

FRG Chancellor (1982-1998)

Wilhelm II

German Emperor and Prussian King

Born: 1859, died: 1941

Ruled the German Empire from 1888-1918.

Conrad Adenauer
German politician
Born: 1876 died 1967.
Founder of the CDU
FRG Bundeskanzler (Chancellor) from 1949-1963

Mikhail Gorbachev
Soviet politician
Born: 1931
CPSU Secretary General from 1985-1999
USSR first president from 1990-1991

Walter Ulbricht
German communist politician
Born: 1893, died: 1973
Founder of SUPG
Emigrated to the USSR (1938-1945)
Vice Prime Minister of the GDR (1949-1960)
GDR's Head of State (1960-1973)

2. Text for comprehension and discussion

Monday. Weekend is over. Martin is at the lesson. He is very tired. Besides, Martin does not like school. He is only interested in mathematics, computer sciences and sport. He hates history. No matter how hard the teacher tries, Martin is not enjoying the lesson. What is interesting about the people who died a long time ago or events that have already happened? No, history is a boring subject. Why should we study it?

3. Events

1871: German Reich was founded.
1914-1918: World War I.
1949: The Federal Republic of Germany was founded.
1949: The German Democratic Republic was founded.
1990: The unification of Germany.

3. Outline of the lesson “The multicultural map of Siberia exemplified by Zaozernaya School N°16 in Tomsk” (a part of the elective course on “Supplementary historical disciplines and archaeology”)

The lesson was developed by the teacher L. Dzema.

Date: 1 October 2005

Venue: Gymnasium N°16, Tomsk

Type of lesson: communicative dialogue

Aims of the lesson:

- (i) Familiarisation with the ethnic set-up of Siberia and the Tomsk Region.
- (ii) Introduction to the traditions of preserving the cultural heritage of the Tomsk Region.
- (iii) Forming a tolerant attitude and behaviour.
- (iv) Stimulating students' interest in their genealogy.

Materials needed:

- A political map of Russia.
- 2002 census: ethnolinguistic situation of the Tomsk Region.
- Articles from the magazine “The Territory of cohesion” (about the life of ethnic groups in the region).
- Videorecording of the festival «Friendship of nations» held in Tomsk.
- Felt pen, paper, and magnets for each group.

Class management:

Teacher Introduction

Dear students! This year you are studying the topic “Heraldry” as a part of your elective courses. This topic is closely linked with other disciplines, for example, with genealogy. Studying the origins of specific families we inevitably face the questions “Who are we?” and “When and from where did we come to Siberia?”

Ethnic groups populating Siberia, the Tomsk Region and the Zaozernaya School

Siberia is an area stretching from the Urals to Lake Baikal.

Please show the territory of Siberia on a map.

It incorporates Tyumen Region, which includes Yamalo-Nenetskii and Khanti-Mansiyskii Autonomous Districts, Omsk Region, Novosibirsk Region, Tomsk Region, Altai Territory, Kemerovo Region, Krasnoyarsk Region, which includes Dolgano-Nenetskii and Evenkiskii Autonomous Districts, the Republic of Khakassiya, the Republic of Altai, the Republic of Tyva, Irkutsk Region, the Republic of Buryatia, and Chita Region.

There are 27 indigenous peoples living in Siberia.

When and how did the other ethnic groups end up in Siberia?

Document 1, p. 11 (documents distributed to pupils).

Answer: after Siberia became part of Russia, it was colonised by migrants from the West, soldiers and peasants; Swedish POWs, Polish rebels, Belorussians and Jews were exiled to Siberia; after the Stolypin Reform of 1868 a lot of migrants fled to Siberia.

Do you know how your family ended up in Siberia?

According to the 2002 census, how many ethnic groups populate Tomsk Region?

Document 2, p. 21 (documents distributed to pupils).

Answer: 120 ethnic groups including 43 that number one to ten people)

We have conducted a survey of the 5th and 9th graders in our school. The survey involved 364 people, of which 20 ethnic groups were identified.

What is the largest ethnic group in Tomsk Region? List the large ethnic groups in the decreasing order.

Document 2, p. 22 (documents distributed to pupils).

Answer: Russians are the dominant ethnos. Then follow Ukrainians, Tatars, Germans, Belorussians and Chuvashi.

The dominant ethnic group in our school is Russians. Then follow Ukrainians, Tatars, Kazakhs, Belorussians, Germans and Poles.

Write your ethnicity on a sheet of paper in coloured ink and pin it on the board.

Students fulfil the assignment.

Now you work with the magazine published in your area.

Why is this magazine about the friendship between different peoples called “The territory of cohesion”?

Possible answer: the ethno-political situation in the region is quite stable. Cultural pluralism is the order of the day; the civic society is in the process of formation.

What can undermine the stability?

Write your answer in black ink and pin it on the board.

Possible answer: aggression, a lack of respect, a lack of tolerance towards other ethnic groups, etc.

*What needs to be done to preserve the territory of cohesion?
Write your answer on a sheet of paper and pin it on the board.*

Possible answers: to be tolerant, not to conflict with other ethnic groups, to respect the uniqueness of other cultures, to learn about traditions and customs of other ethnic groups.

Introduction to the tradition of preserving cultural heritage:

The Festival of friendship between different nations has been held since 1994 in Tomsk. Pupils from our school take part in it.

A fragment from the videofilm featuring performances by R. Makhmudiarova and I. Sodor.

Days of national cultures were held in February 2004 in Zaozernaya School.

Traditions of what cultures did you learn?

Answer: For example: about Georgian and Korean traditions.

What national festival do residents of the Tomsk Region celebrate this week?

Document 3, p. 48 (documents distributed to pupils).

Answer: 27 September – adoption of the Declaration of the State Sovereignty of the Republic of Sakha-Yakutia, The Exaltation of the Honourable and Life-Giving Cross (Russian Orthodox Festival), 29 September – Michel's Day (Western Europe), the Night of Baraat (the Night of Purification) – Muslim Festival, 30 September – the Day of Independence of the Republic of Abkhazia, Sukkoth - a Jewish festival, 1 October – the Independence Day of the Republic of Cyprus, the Declaration of the People's Republic of China.

What national holidays are celebrated in your family?

Children list Russian Orthodox holidays and other family holidays.

Where can one learn the language of their ancestors?

Answer: In Centres of National Cultures, at specialised courses, addresses can be found in Document 4 p. 32 (documents distributed to pupils).

How can one know one's ethnic affiliation?

Answer: one can ask their parents, look up the birth certificate, ask relatives, draw up one's genealogy.

My genealogy:

There is a tradition in Zaozernaya School: every December we hold a conference "The Slavs and Siberia". For eight years one of the sections of the conference has been devoted to "My genealogy". Teachers seek to step up students' interest in their ancestry, to identify with the country's history through the history of their families.

Students develop projects about their genealogy and learn about the genealogies of the former students.