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**Activities for the Development and Consolidation  
of Democratic Stability (ADACS)**

Seminar on

“New methods in teaching history in present-day  
secondary schools in the Russian Federation”

Volgograd, Russian Federation,

19 – 21 June 2000

Strasbourg



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

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**I. PRESENTATION OF Professor Ludmila ANDRUKHINA, Deputy Director of the Institute for the Development of Regional Education, Yekaterinburg, Russian Federation**

**“The background of cooperation between the Russian Federation and the Council of Europe in the initial and in-service training of history teachers”**

**Introduction**

The training and further training of history teachers is one of the key thrusts of the Council of Europe's work in the sphere of history teaching in secondary schools. As democratic reforms have been pushed through and ever more progress made in implementing the Council of Europe's programmes and initiatives in different countries, including the Russian Federation, the problems of training and further training for history teachers have increasingly come to the fore.

This is linked to the fact that:

- in the contemporary education process, the teacher occupies one of the central roles and is, therefore, the “most important resource” in every country's education system;
- the changes taking place in education are opening up substantial opportunities for creativity and independence on the part of teachers but, at the same time, place a heavy responsibility on them for the results achieved. Effective training and support for teachers are increasingly necessary;
- the new socio-cultural and political situation in which modern education is developing makes complex demands on the professional activity of teachers and gives rise to increasingly complicated and difficult circumstances. To cope with these, teachers need encouragement and support, which are most effective if provided in terms of supplements to basic teacher training and further training;
- history studies and the teaching of history in schools bear the full brunt of both social influences and reforms. The aims and tasks, fundamental values, content and techniques underlying the study of history are all changing. The problems arising as time goes by cannot be resolved without corresponding changes in basic and further teacher training;

- the modern-day teacher of history is not only a professional with a profound grasp of knowledge and child psychology, but also a person entrusted with the mission of humanising and harmonising human relations. A history teacher must be a highly versatile, sensitive person capable of assisting a child in his/her individual development, his/her increasing self-awareness and the establishment of his/her cultural identity. At the same time, that person must be capable of working with others, communicating with the most diverse layers of the population, expressing his/her viewpoint and participating in the processes through which democratic values are asserted in our society. New forms and technologies for the basic and further training of teachers, enabling them to develop their individual potential and the necessary personal and social qualities, must, therefore, be sought;
- today, basic training cannot provide teachers with the knowledge and skills they will need all their lives. “Life-long education” is now seen as a new strategic thrust throughout the world. It confronts teachers with new challenges, as they must be capable of expressing their learning needs for each period of their professional development. The system of training and particularly of refresher training and further training must be constructed on the whole in such a manner as to provide flexible and timely assistance to teachers in the realisation of their learning needs.

Questions of basic and further training for history teachers were the focus of an International Seminar on “The initial and in-service training of history teachers in European countries in democratic transition” organised at the initiative of the Council of Europe and attended by representatives from 22 countries (Lviv, Ukraine, 12-14 June 1997).

At that seminar, it was once again emphasised that the Council of Europe set store by three fundamental approaches in evaluating the historical process:

- history free of propaganda;
- history free of preconceived views;
- history founded exclusively on real facts.

The Council of Europe strictly adheres to these principles, including where the issue of training and further training for history teachers is concerned.



## **Brief review of the results of the regional seminars**

In co-operation between the Council of Europe and the Russian Federation (under the “Secretary General's New Initiative” in the area of history teaching in secondary schools), special attention has been devoted to questions of training and further training for history teachers. This has become a transversal theme discussed in its various aspects at all the seminars organised within the Council of Europe programme.

The first step in carrying out the programme in the Russian Federation was the holding of a National Stocktaking Conference on “The reform of history teaching in schools in the Russian Federation” in Suzdal, 12-14 December 1996, at which questions of the development of the system of teacher training and refresher training were raised in the context of general problems of history teaching reform.

Successive seminars (“Goals, curriculum balance and teaching methods in history teaching in secondary schools of the Russian Federation”, St. Petersburg, 26-28 May 1997; “Teaching national history in the Russian Federation: the balance between local, regional and national history in a multicultural state”, Novgorod, 10-12 November 1997) were further steps towards self-determination for the education system's constituent entities in questions of history teaching reform and the specific content of changes in history studies. This in turn made it possible to move to a new level of thinking on the problems of basic and further training for history teachers and highlighted the need to organise seminars specifically devoted to this theme:

- “The initial and in-service training of history teachers in the Russian Federation” (Ekaterinburg, 30 March – 1 April 1998);
- “The initial and in-service training of history teachers in the Russian Federation and their evaluation” (Nizhniy Novgorod, 15-17 April 1999).

The Ekaterinburg Seminar analysed the state and organisational forms of basic and further training for history teachers in the Russian Federation, with discussion focusing on teachers' learning needs, future models for training them which reflected changes in history teaching, the “ideal history teacher” as a basis for structuring the content of training and developing its forms in the system of basic and further training for teachers.

At the Nizhniy Novgorod Seminar, the problems of further training for history teachers was considered in close relation to questions concerning expert appraisal of history teaching and certification. In this way, it was possible to concentrate on aspects such as the effectiveness of the system and forms of further training in present-day conditions, ways and means of stimulating

teachers' professional development, the definition of quality parameters for history teaching and the system of further training.

The seminar on “The preparation, publication and use of new textbooks and teaching resources” (Arkhangelsk, 28 June – 1 July 1998) demonstrated the deep interdependence between changes in aims, history teaching paradigms, textbooks and new demands of professionalism and personal culture on the part of teachers. The appearance of new textbooks and the broadening of the range of sources and information media for history teaching necessarily leads to changes in the forms and technologies underlying teaching work. In this new educational situation, history teachers need basic training and refresher training geared to the development of the information culture and a grasp by teachers of new forms of textbook use, helping them to transcend existing stereotypes.

The participants in the Seminar on “The teaching of history in multicultural societies and border areas” (Khabarovsk, 22-24 September 1998) confirmed that, by studying a common past, history teaching fostered social unity, promoted respect for cultural diversity and prepared pupils for an active role as citizens in a multicultural pluralist society. This means that teachers themselves bear a considerable civic responsibility and an important role as intermediaries in cultural dialogue. Thus the challenges facing teachers also become challenges for training and further training: the ability to work in situations where pupils run up against differing versions and differing interpretations of historical events both in books and in real life; skills in non-conflictual dialogue; mastery of both written and unwritten historical sources; teaching geared to understanding and mutual understanding; providing support for pupils as they acquire guiding values and grasp moral and civil norms.

The Second National Stocktaking Conference on “History teaching in the Russian Federation” (St. Petersburg, February 1999) provided a further opportunity to coordinate views on the previously raised issues and plan future efforts.

One priority set for the new cycle of regional seminars (under the 1999-2002 programme) was assistance for the renewal of history teaching methods and also of teacher training and refresher training techniques with a view to stepping up the implementation of the new aims and values of history education reform in teaching establishments. The Seminar on (“New methods in teaching history in present-day secondary schools in the Russian Federation”, Volgograd, 19-21 June 2000) will make it possible to draw up priorities for the subsequent development of training and refresher training for history teachers, based on the analysis of the present situation and future prospects for renewing history teaching methods in educational practice.

### **Features of changes which have occurred in the three years of implementation of the Council of Europe programme**

The salient feature - changes going on in Russia's system of basic and further training for history teachers - is their highly intensive nature, since, within a relatively short period of time it has not been a matter of local changes but a transition to a new strategy of development as a whole. Ten to 15 years ago the basic training and further training of history teachers in Russia (in the former USSR) were characterised by the following:

- their unified and ideologised content, leaving no room for differing positions, assessments or opinions;
- the dominance of political history, the history of the Soviet Union Communist Party and the history of the state, to the detriment of cultural and local history, the history of ethno-cultural development, economic and social history etc;
- the restricted range of historical sources and the normative and didactic nature of pedagogical resources (ideologically regulated state curricula, textbooks and pedagogical material for pupils and teachers);
- the forging of the teacher's role by the whole education system as a “transmitter” of ideologised historical knowledge. This situation is closely linked to both the extremely academic nature of universities and heavy emphasis on methodology in the system of refresher training for teachers;
- the more the requirement for professionalism disappeared from teacher training in subjects and methods, the more training programmes (and particularly refresher training) for teachers and techniques for working with teachers resembled pupil curricula. In effect, no attention was paid to the development of techniques suited to the training of adults;
- the closed nature of the system of training and refresher training, the practical impossibility of history teachers taking part in international cooperation and also in public associations and movements due to ideological and political barriers;
- for a long time, questions of teacher training and refresher training were regarded as organisation tasks and were not the focus of systematic scientific research and development. V.V. Rozanov, a well-known Russian philosopher at the beginning of the 20th

Century, wrote that one of the most important problems in developing education was the lack of an educational philosophy in Russia. And, even today, we can say that the inadequate emphasis laid on the conceptual analysis of the problems of training (and particularly the training of teachers) still remains a sticking point in our development.

At the same time, in Russia, at different times in history, there has been an ongoing drive for, and discovery in practice of, new forms of teacher training and refresher training, which were not necessarily implemented on a mass scale but nevertheless formed, in their diversity, a potential for development. Today, the striving and practical experience of the pre-revolutionary period and the humanistic aspirations of the 1920s and 1960s are once again coming to the fore and, in many respects, providing sustenance for the changes occurring at present.

Let us now identify those changes in more specific terms.

The biggest changes are happening in the *content of training*:

- the correlation between world, European, Russian and regional aspects of history are being re-thought, and there is a strong move towards the regionalisation of education. Educational programmes and courses on regional history are being introduced into the different forms of teacher training and refresher training. There is growing interest in a humanist interpretation of history and fresh thinking on world and European civilisation;
- a switch to state education standards expressing a new understanding of the aims and values of education is beginning with the refresher training and further training of teachers, above all, where the planning and development of content is concerned;
- an integrated approach to the understanding of the historical process is being developed. In schools, higher education establishments and the system of further teacher training, there is increasing stress on the necessity of integrated courses combining history and geography, economics and history, and culture and history. Higher education establishments are taking on board the study of diverse subsidiaries within history, making it possible to reconstruct entirely the cultural-historical milieu and abandon the one-sided state/political interpretation of history;

- there is growing awareness of the educational importance of historical disciplines in schools, their role as an integrating factor in school education and the specific nature of history teacher training in this connection;
- the academic component of training for history teachers remains proportionately high. But it is changing in terms of content. Today, this is no longer just the systematisation of facts and theories but it is increasingly becoming an instrument for understanding and reproducing the historical process in its entirety. Academic training is seen as the hook on which to hang the different aspects and fundamentals of teacher training, a basis for integrating academic science and education. Training cycles covering general knowledge and methods are being introduced in higher education establishments and departments dealing with pedagogy and psychology are being set up. In teacher training colleges, specialisation and training in the “teaching of teachers” (andragogics) are becoming a distinct discipline. A state education standard is being devised for this specialisation and the first curricula and teaching resources are beginning to appear.

Changes are ongoing in the *techniques for, and forms of, organisation of teacher training*.

- The training of teachers is being geared, on the one hand, to the new model-in-the-making of professional and pedagogical expertise and, on the other hand, to the real diversity of educational practice and requirements and the professional standards of the teacher. This is reflected in a drive for optimum models for structuring training content and the training process as well as in efforts to implement, in various forms, the principles of variants, choice and flexible remodelling of teaching conditions. Multi-level, modular approaches to the organisation of training are being developed, and the types of training arrangements and forms of training are being differentiated in relation to the level of teachers' qualifications and experience.
- International exchanges are being developed in the area of training and further training for teachers, and international projects and programmes entailing active participation by history teachers are being carried out. As a result of the training programmes and seminars of the Council of Europe, for example, an educational association of regions and of the Russian Federation as a whole is forming, contacts are being forged and strategies and views on history teaching are being coordinated.

**Relational changes in the education system** are tending towards less ideology, more humanisation and the development of democratic relations. This means:

- Partnership between teacher and pupils and the introduction of a new relational pattern in teaching;
- Cooperation between teachers and a call for teacher team-work skills;
- A social partnership both within the education system and reaching beyond the educational framework (associations, social movements);
- The building of history teaching experience in a context of diversity of views and opinions.

**Future directions for the development of training, refresher training and further training for history teachers** have been identified through the analysis of training requirements for history teachers and trends in the development of teaching practice, diversity of existing models and forms of teacher training, in terms of how forward-looking they are.

The following elements have now been discussed and specified:

- principles;
- priorities;
- models and forms of teacher training;
- issues determining key thrusts for the development of training and refresher training for history teachers.

The following principles have been identified:

**general principles**

- democratisation of relations within the education system;
- openness of education to dialogue and diversity of opinion;
- humanisation of teaching.

**general didactic principles**

- the gearing of history teaching to culture. This principle was clarified in terms of being:
  - 1) the compatibility of education with a period of rapid cultural changes;

- 2) the compatibility of education with the characteristics of contemporary culture (eg with such features as integration, axiology and dialogue);
  - 3) teaching in a multi-cultural, multi-ethnic society.
- history teaching oriented towards the personality and the development of the individual and the citizen;
  - the pursuit of academic knowledge. This principle was considered as the need of developing research into the educational process itself and its forms as well as developing the methodological bases for exploration and research activities by teachers;
  - universal, integrated teacher training combined with the variability, flexibility and diversity of its forms;
  - self-analysis (self-reflection, subjectivity) to train teachers in analysing their own educational needs at any given stage of their career (life-long education) and the means of fulfilling those needs through training and private study;

**principles for the organisation of training content:**

- the principle of balance between local, regional, national, European and world aspects of history teaching and history teacher training;
- the principle of projection of aims, tasks and content of school education onto the content of higher education and teacher refresher training;
- the principle of adequacy of the basic content for a complete and multi-dimensional reconstruction of a historical situation, milieu, age etc.

Among the **priorities** in developing training, refresher training and further training for history teachers, special emphasis has been on:

- the need to develop the psycho-pedagogical dimension;
- the growing importance of history methodology in training and refresher training for history teachers;
- the development of the information culture of teachers and the informational bases of their training.

The *following models and forms of teacher training were evaluated in terms of their forward-looking nature:*

- the development of *new didactic systems* for training and refresher training for history teachers. Considerable interest has been expressed in the experience of developing “social didactics” at Vienna University, under which the training becomes not purely a cognitive but a social process, a “social event” (A. Ecker);
- *distance learning* for teachers, forms of training and refresher training brought closer to teachers and their place of work, which are being developed in many regions;
- *the development of systems of educational support for teachers at municipal level*, making it possible to: produce a systemised analysis of the stage of professional development of specific teachers, their personal requirements and interests, to encourage private study, and competently forecast and analyse the results of further training for history teachers living in a given area;
- *forms of differentiating and individually tailoring teacher training*. These provide a starting point for developing a multi-level system of training in higher education establishments, a modular training process and experimentation by students and teachers undergoing training in devising individual training programmes and individual projects;
- *the development of forms of training helping to integrate history teaching into the socio-cultural milieu (both historical and contemporary)*. This involves developing forms of museum-based teaching, actively involving local history and other museums, creating educational archaeological centres and incorporating a wide range of supplementary historical and civilisational disciplines in teaching;
- *the development of information facilities serving the educational process*. This entails setting up information centres and systems for providing teachers with information resources, re-orienting libraries and broadening and adapting their functions, developing innovative schemes (work on creating computer systems and teaching resources at the *Tsentrkonsept* centre at the M.V. Lomonosov Pomorskiy State University, the *Volot* laboratory at the A.M. Gorkiy State University etc);
- *the development of forms of further teacher training and also of a new function of publications and organisations as an outlet for new pedagogical products*. Emergence and development of publishing projects bringing together teachers, academics, methodologists and



others in a single team working on the creation of pedagogical literature; the organisation of series of seminars and courses familiarising teachers with new pedagogical literature etc;

- *the development of international exchanges in the area of teacher training and further training*, the implementation of international projects and programmes within the Russian Federation, actively involving history teachers;
- *the development of the functions and forms of further teacher training on the basis of associations and voluntary bodies now being founded*. The need for professional bodies and associations with broad democratic participation of academics, teachers, cultural protagonists etc has been recognised.

### **Problems of developing training, further training and refresher training for history teachers in the Russian Federation**

Strategy and short-term prospects for teacher training and refresher training depend on what solutions are found for the following problems:

1) The level of differentiation attained between forms of training and opportunities for teacher training is not yet adequate since it far from fully matches the structure of teacher training demands and changes in the teaching of history. Analysing the training requirements of the different categories of teachers and transposing that analysis to a new level was considered as a problem in its own right. It was considered necessary to differentiate further between forms of training and further training with the aim of meeting demands for different categories of history teacher. Training and refresher training needs, not adequately supported by the present system of teacher training, were identified in the following categories of teacher:

- teachers in rural schools and remote areas;
- teachers working in compensatory education;
- teachers engaged in research and active development of innovative activities;
- teachers of differing ages and qualifications;
- differentiated training for history teachers in terms of infant, junior and secondary schools of general education;
- pedagogical support for teachers in the context of the transition to state education standards etc.

2) The incompleteness of the process of transition to state education standards is considerably complicating the situation in teacher training. In addition, the consequences of diverse co-ordinating approaches in the devising of standards for higher, primary and secondary vocational and general education are increasingly beginning to make themselves felt. While standards of general education are being devised with a view to possible variants at regional level and at the level of educational establishments, standards for higher teacher training have taken the form of a list of compulsory subjects, which substantially limits opportunities for higher education institutions to vary the content of training in line with the development of teaching practice and the requirements of schools.

3) The changes under way in the forms of organisation of teacher training, in pedagogy and teaching process techniques are not yet far enough down the line to be able to talk of a switch to a new educational paradigm, to a new pedagogical culture in the training and refresher training of teachers as if it has taken place. As a rule, the conditions and forms of teacher training (particularly basic training) are not geared to the tasks of developing the necessary vocational and personal qualities and individual experience that would then enable the teacher at school to create an interactive educational environment evolving to meet individual needs. Teacher training practice is still at the stage of initial familiarisation with the characteristics of techniques for training and refresher training and for adult education. The transition to techniques for training adults requires the development of another system of relations in education founded on the principles of concerted activity, subjectivity of students, approaches based on individual experience etc.

4) The development of the professional/personal potential of history teachers on the basis of different forms of training and refresher training (further training) is not always linked to the corresponding (expected) level of updating in the context of an actual educational establishment. There are a number of possible reasons for this: difficult material conditions, work overload of teachers, lack of sufficient time for teachers to draw up and implement their own projects, organisational and psychological factors in the school etc, which means that the strategies developed for training and refresher training to help teachers overcome specific difficulties in their practical work must provide for incentives not only for further training but also for the fuller realisation of their potential. One possible means of making teacher training more effective is the development of an expert appraisal system to assess the state of history teaching, together with forms of teacher certification.

5) In addition to the positive phenomenon of growing diversity in the teaching system, another process is occurring: teachers are working in increasingly heterogeneous conditions, leading to a situation of unequal opportunity in teacher training. The emergence of elite forms (paid-for universities, a different type of refresher training course) is not accompanied by an equivalent level of development of widely accessible forms and means of training. The number of teachers not having undergone 6-7 year further training is growing.

6) The progress achieved (partly thanks to the Council of Europe seminars) in understanding the aims, tasks and values of history teaching, in co-ordinating strategies for drawing up standards and textbooks, in generalising models of teacher training and refresher training, in constructing new models of professional skills for history teachers (the ideal history teacher), needs to be transposed to a new level. The prerequisites for expressing and consolidating the agreement arrived at, in the form of a national blueprint for developing history teaching and in federal-level programmes, are now there.

### **Conclusions and recommendations**

The *Council of Europe seminars*, bringing together a broad circle of participants in history teaching reform (from teachers to heads of regional education boards), have made it possible to reflect the changes actually occurring and served as a kind of instant analysis of the situation. Through these seminars, it has been possible to form an educational community of regions and of the Russian Federation as a whole, working in an expanse of growing contact and consensus over strategies and viewpoints in the area of history teaching. The consensus achieved on many points may be considered, in itself, as a positive result and a positive characteristic of the changes under way. To quote V.K. Batsyn (Russia), the seminars furthermore play a role of “growth points” and original “platforms” which not only serve as a support for the discussion of the most topical problems but also become, themselves, powerful driving forces in the further development of pedagogical and methodological practice in the different regions of the Russian Federation. A concerted effort during the seminar fosters greater professional and inter-personal understanding, obviates any unnecessary conflict and establishes development strategies as a higher concern; democratic principles find confirmation in the diverse experience of teachers, academics and education board officials.

The regional seminars and meetings have served as a catalyst for real changes in teaching practice, and this is reflected in:

- the broadening of the information area (seminar results widely publicised in the local press and federal periodicals); the

publication of compilations of reports (Ekaterinburg, Khabarovsk), express bulletins (Ekaterinburg, Nizhniy Novgorod and so on) etc;

- the organisation of associations of history teachers (Khabarovsk, Arkhangelsk etc) and their involvement in the activities of European associations (Euroclio);
- the definition of future thrusts for the development of training and refresher training for history teachers at the level of faculty and higher institute laboratory programmes, educational programmes and forms of refresher training for history teachers in training development institutes, regional training development programmes etc.

The significance of the seminars lies in the fact that each one has yielded concrete proposals and recommendations aimed at different levels and entities of the education system. These proposals and recommendations are passed on to the Ministry of Education of the Russian Federation and are focused on by regional education authorities. This is largely due to the fact that the seminar programmes are prepared and the thematic priorities identified in close cooperation with the Ministry of Education. The Deputy Minister, Dr Aleksandr Fedorovich Kiselev, has provided strong support for the implementation of this programme.

A few of the proposals and recommendations made during the seminars can be identified as follows:

1. recommending that the Ministry of Education of the Russian Federation single out, among its priority tasks, the drawing up and implementation of a strategy for developing teacher training as a continuous system; speeding up the process of adoption of a Federal Law on additional vocational training; proceeding to the level of preparing federal documents confirming the consensus achieved on the aims, tasks, priorities and forms of history teaching.
2. speeding up the process of developing and adopting state education standards for history teaching as the basis for developing the system of teacher training; undertaking work on the co-ordination of standards for higher, initial and secondary vocational education and general education at federal and regional levels.
3. creating conditions of equal access for the different categories of history teacher to sources of information on the new educational techniques used in history teaching; creating, *inter alia*, through international exchanges, databases and video libraries dealing with current trends in the development of history teaching; developing strategies for providing a general, value-oriented

area of communication for teaching professionals' activities (associations and bodies of teachers, distance learning forms, wider use of mass media for the purposes of training etc).

4. using the Council of Europe seminars and other channels of international cooperation pursued within Council of Europe programmes to make a comparative analysis of the forms of training and refresher training (further training of history teachers); holding a series of regional seminars to that end in 2000 and 2001 and also running seminars with broad international participation; pooling efforts in preparing publications making world-wide and Russian experience in this area generally available.

5. using international exchanges and internships not only to improve teachers' qualifications but also to retrain the "teachers of teachers", particularly those from the system of further teacher training; assigning to regional institutions for the development of education (or pedagogical higher education institutes) the functions of teacher refresher training centres within the system of further vocational training.

6. developing a system of expert appraisal and certification in the sphere of history studies and history teaching in secondary schools; bringing forms of expert appraisal and certification into line with the tasks of history teaching reform and converting them into factors having a real impact on greater effectiveness of training and refresher training for history teachers; developing the practice of international expert appraisal of the quality of education, standards, textbooks and forms of organisation of teacher training.

7. pursuing a more active social policy to support teachers and providing them with constitutional rights to refresher training and further training no less than once every five years.

## **II. PRESENTATION OF Professor Ludmila RAZBEGAEVA, Volgograd State Pedagogical University**

### **“New methods in history teaching in present day secondary schools in the Russian Federation: an overview of Volgograd State University”**

In present-day Russia, reforming school history education is a matter of great social concern, as is modernisation of the methodological system, which can be understood only in the context of the subject-matter of school history education.

It is now clear that the process of history teaching has become more varied and interesting, with a possibility for greater personal input. Teachers are able to select concepts, programmes and textbooks.

At the same time, it should be remembered that history education is based on a rich legacy. History teaching in modern Russian schools has a long tradition. The indisputable achievements of the school history teaching system and the scientific methodological school have been recognised internationally. Here, the question of the relationship between tradition and continuity on the one hand and innovation on the other is highly relevant. It should be emphasised that history teaching in schools has changed fundamentally in recent years. A new concept of modern history teaching is emerging. These changes have affected the structure of history education, the underlying structure of courses, the principles for selecting subject-matter and the equipment used.

Generally speaking, new approaches to history education's content and structure were developed at federal level from the mid-1990s. Specific measures to modernise history education have also been taken in the regions.

Reform of Russia's history teaching system has been characterised by various principles and approaches: of these, the following can be clearly identified:

- rejection of the totalitarian ideology's monopoly in the area of history and social studies teaching, and a move towards a range of ideologies, the framework for which is set out in the Constitution of the Russian Federation, the Universal Declaration of Human Rights and other international texts;
- a switch to a system of values that is linked to national and cultural traditions, and to the universal humanities tradition;

- the preparation and introduction of parallel and specialised programmes and textbooks in order to ensure variation and differentiation in education, and respect for the spiritual requirements of the regions and national cultures;
- creating the conditions for moving away from authoritarian-style teaching towards teaching systems that focus on the individual.

Today, efforts are continuing to ascertain the future direction of history teaching. The objectives, tasks, content and methods used in contemporary history teaching in Russia are discussed in the press. Various approaches exist for solving these problems: however, a general trend can be distinguished. In the current circumstances, history teaching in schools should focus on developing pupils' personalities. This is perfectly legitimate and arises from recognition of history's universal role as a science in which the subject-matter is the entire range of events and phenomena that have occurred throughout humanity's path. Humanity's historical experience is of enormous cognitive and intrinsic value, since it serves as the basis for pupils' cultural and moral growth, their civic and social development, an understanding of their place in society and their historical roots and the awakening of a "social memory". In particular, "personal development" supposes an increased aptitude for creative thinking, an ability to analyse past and present events with a critical eye and to reach one's own conclusions on the basis of independent study of historical sources. History brings students face to face with ethical dilemmas, demonstrating the complexity and ambiguity of ethical understandings of historical events. Pupils earn the right to form judgments, based on their decisions about history's ethical problems.

The content of history as an academic discipline forms the focal point and core of arts and social studies courses in schools. History provides an essential input into the entire system of school education, bringing out the link between human beings and various areas of knowledge and their significance for individuals and society as they progress and interact. Human history serves as a canvas for knowledge of the arts, presenting a rounded picture of people's social, moral and communicative experiences. With their historical and logical dialectic, methods of historical cognition are also of general educational significance.

History teaching in schools also helps pupils to develop a sense of values and to resolve ethical and moral problems, since it focuses primarily on cultivating humanism.

In this way, all of history's wealth, diversity and potential enable the most important goal to be achieved – that of education through history.

Consequently, in the current circumstances, the goal of history teaching in schools is to help young people develop an integrated spiritual world, via assimilation of the ethno-cultural, national (Russian) and universal (global) values that have been developed in the course of historical development, and by giving them experience in defining themselves in relation to these values.

In the classroom, this goal is attained through the following tasks:

- assimilation by pupils of basic information regarding humanity's historical path from ancient times to the present, and its social, spiritual and moral experience;
- development of pupils' ability to understand events and occurrences on the basis of historical analysis, both as one-off phenomena and as elements in a single historical process (past – present – future);
- developing interest and respect towards one's own and other peoples' history and culture, together with a desire to preserve and enhance the national and international cultural heritage. Analysis of current trends in school history education shows that the majority of history teachers carry out the above-mentioned tasks, thus working towards the main, humanitarian, principle of education. The following have been the most visible trends towards humanising education in history teachers' practical work:
  - “humanising” history: individuals are viewed as the goal of historical knowledge rather than as a resource; the world of people living at a specific period is revealed through their cultural achievements and the intellectual, emotional and sentimental aspect of their consciousness; recognition of the individual's intrinsic value and free will, expressed through an increased emphasis on historical figures and their social and psychological profiles;
  - incorporating universal values in teaching materials;
  - care in the approach to factors for international and social change;
  - showing alternatives, the multiplicity of paths of historical development;
  - strengthening the personal, emotional and value-based aspects of the subject-matter, by examining historical issues that are open for discussion and by proposing alternative perspectives, opinions and judgments on historical problems;



- using innovative educational techniques that focus on involving pupils actively in classroom activities and promoting general personal development.

Modernisation of the resources used should be seen in the context of the subject-matter of history teaching.

In many respects, the methods used are determined by history education's objectives and content. One of the key indicators of the methodological base's modernisation is the change in academic and methodological resources for history, with the textbook at the core.

Whilst remaining a basic and stable component of the methodological resources for history teaching, textbooks now reflect the full range of factors, conditions and joint relations involved in implementing the modern pupil-centred educational process. This is particularly true of the so-called "new generation" of textbooks that have been compiled in the past decade. They are characterised by a revised content, reflecting the findings of modern historical and pedagogical sciences, and rejection of a single ideology. In the new history textbooks, civilisation-based and culture-based approaches are used side by side with the structural approach. The authors of the "new generation" textbooks focus on people as typical and tangible representatives of various historical periods and civilisations. Political, religious and ethical relations are given equal weight and a complete picture of the era is built up. Models of historical periods are also created by increasing the amount of factual description in the textbook's information section. The new information refers not only to disparate aspects of human life, commonly represented in old-style textbooks (economics, politics, social relations, culture), but also reconstructs an integrated historical picture, reflecting a multi-faceted unity. Inevitably, the resultant saturation of facts is increasingly emerging as a particular feature of the new textbooks, a textual information surplus, and is entailing changes in teachers' and pupils' attitudes to the textbook.

The use of various factual materials makes it possible not only to expand the range of pupils' conceptions of the historical past, but also to influence their attitudes and emotions, which go hand-in-hand with the cognitive process and play the role of "base camp" when an individual's convictions are being formed.

For the first time, the additional text in some history textbooks is an independent source of information, equal in volume to the main text. Textbooks frequently contain documents of various types, extracts from artistic works and popular science literature, enabling teachers and pupils to determine for themselves how deeply and broadly a subject is to be studied. New history textbooks combine features from traditional textbooks, anthologies and readers and transform them into multi-functional teaching aids.

In the “new generation” of textbooks, the process of reading the text and assimilating the contents is organised and managed using a comprehensive multi-level system of questions and exercises that are accessible to pupils of varying abilities and levels of preparation. The number of exercises has increased, resulting in a situation of empathy, paradox and moral evaluation.

A new illustrative meta-system is presented in these textbooks, characterised by: authenticity, the documentary nature of the images, and the ability to use illustrations separately, as an equivalent to textual sources of historical information and as a resource for organising pupils’ research work. Research into new forms of history teaching activities demonstrates the modernisation of the system of history teaching methods. It is worth noting that the entire range of modern history lessons now in use is based on classical typology.

Traditional lesson types (joint lessons, lessons on new material, repeat-summary lessons, test lessons) and specific lesson forms such as lectures, seminars, laboratory and practical classes, which have also become increasingly common, are receiving new resonance through their sheer diversity, which is determined by the basic method for organising interaction in a given lesson between the teacher and pupils on the one hand and the main information sources on the other.

Teachers’ mass creativity is demonstrated by the extraordinary diversity of “new history lessons”. Lessons using cinema, television and video material can be categorised as a separate group, where the main teaching resources used in a lesson serve as the basis for categorisation.

Lessons on self-determination and self-realisation are distinguished by the particular emphasis on pupils’ internal world, their personal attitudes to the past and present and the promotion of their own positions and system of values.

Distinctive models of commercial meetings, occurring at various levels and areas of everyday life, provide an inexhaustible supply of history lessons: presentations, press conferences, briefings, interviews, television link-ups, round tables, symposia, auctions, etc. Imitating the outward appearance and internal features of such meetings, teachers “cram” them with academic historical content and conduct atypical repeat-summary and test lessons. It is noticeable that pupils of all ages prepare for such lessons more actively and with greater interest, and that these lessons produce better results. In atypical lessons, pupils gain experience in public speaking, conducting debates, participating in discussions, showing initiative and taking responsible decisions. The free exchange of opinion, made possible by moments of play and opportunities for change, promotes a flourishing of pupils’ personal qualities and individual characteristics and develops communication skills and tolerance.

Today, lessons on new material frequently take the form of journeys, excursions and imagined participation in past events. Such lessons enable pupils to participate in historical events more vividly and actively, and with greater emotional involvement, and to develop empathy; they develop a personal interest in arts subjects. Today, rather than traditional explanations by the teacher or lectures, lessons on cultural topics are conducted by pupils in the form of performances, exhibitions, literary salons. This kind of lesson is frequently integrated into a broader multi-subject approach. Recently, modular lessons were proposed as a promising new method for arts education by history teachers. As envisaged by its originators, this kind of lesson is distinguished by a complex didactic goal: as well as assimilation of new information, emphasis is placed on developing pupils' independent ability to extract and process information from various sources. The lesson content is built from various information blocs that are easily interchangeable and replaceable; the objective of the activity on each bloc is clearly defined, and implementation is ensured by a system of cognitive exercises for up-dating knowledge, studying historical sources independently, developing and expressing one's own opinion, developing cognitive and communicative skills and checking and analysing the development of pupils' cognitive abilities. Russian history teachers' experience shows that their main research is concerned with developing study models in which the pupils' work takes centre stage. In this connection, exemplary study prototypes may be mentioned: assimilation by pupils of a clearly defined model; various forms of academic and research work by pupils; systematic cognitive research by pupils along the lines of scientific research; dialogue-based activity. It is worth emphasising that, as a rule, the above-mentioned forms of academic activity co-exist harmoniously: however, the qualitative distinctiveness of a particular study model is determined by the main activity in the history teaching process.

One trend in modernising pupils' assimilation of a clearly given model is the general introduction of text-based exercises: attitudes to these are still far from unanimous.

In conformity with the model for pupils' academic-research work, work with a set of documents is playing a leading role: these documents describe a particular historical period, event, phenomenon or process. Experience shows that pupils do not always have a critical attitude to their information sources, giving equal weight to academic research and to the propaganda and literary material provided. Accordingly, teachers place particular emphasis on the significance of studying the documents used in class. Questions are asked about the documents, and exercises of various levels of difficulty are set, taking account of the pupils' ages.

In the model of academic and research work by pupils, work on interpreting “alternative situations” is of great significance, insofar as pupils are not always ready for independent analysis of complex historical and literary publications, and their perception is generally limited to commonplace evaluations and judgments.

In brief, the sequence of class work with “alternative situations” is as follows: a dilemma-type situation is created; pupils explain its key features; they identify the criteria for examining the proposed alternatives; these criteria are used to analyse and evaluate; the pupils explain and justify their positions with regard to the question; the teacher assesses the pupils’ findings.

When applying the model of systematic cognitive research by pupils, along the lines of scientific research, teachers assist pupils in selecting a subject for their future creative work, bearing in mind not only the budding author’s personal interests, but also the level of preparation, i.e. his or her capabilities.

Today, teachers are refusing to examine general topics that were formulated a long time ago and have been explored at length, and are steering pupils towards analysis of problems through inter-connected academic disciplines such as history and literature, history and philosophy, history and global artistic culture.

During the final literary shaping of senior pupils’ work, the sources of the problems under examination and research themes emerge (for example, contradictions appear and the task of resolving them becomes the writer’s research topic; the research’s topicality is identified; its empirical basis is described in terms of the underlying phenomena, concepts and facts), the purpose and function of the research is clarified, and the original nature of the findings is pinpointed.

The model of dialogue activity supposes that classes are based around conversation. For this, situation-based tasks are designed: selecting from alternatives, resolving problematic situations, making judgments on particular facts or phenomena, solving tasks that have no clear answer, proposing hypotheses. The above-mentioned methodological approaches facilitate the dialogue-based nature of teacher-pupil interaction, the essential features being: interaction between participants in the education process; a meeting of minds of all participants in the learning activity; open-ended dialogue and a range of views when discussing a problem. Analysis of history teachers’ experience shows that this is the most attractive model, which enables the task of integrating implementation of the didactic and personal aspects of history teaching to be achieved.

Volgograd has considerable experience in solving these problems. Accordingly, the city and regional teachers and post-graduate students at the Volgograd State Pedagogical University are carrying out research into the problems of developing pupils' value-based attitudes to the arts, ethics and morality.

History teachers' multi-faceted creativity over the past decade undoubtedly requires interpretation and systemisation. One thing is clear: methodological research is being carried out into humanising all components of history education: objectives, contents, resources and teaching methods.

### III. PRESENTATION OF Ms Cristina DEL MORAL

#### **“New methods in teaching history in present-day secondary schools: the example of Spain”**

When we consider your large country and my small one, so distant from each other, we may think they are very different, when reflecting on our past and recent history, but I am sure we will find lot of common features and similarities between them.

This is why I hope my experience will help you in the search for new methods in teaching history, which is, in fact, one of the biggest challenges in all our education systems.

#### **INTRODUCTION**

Spain has undergone an enormous effort to change its education system and the ways of teaching.

To understand why we changed in Spain so dramatically the way of teaching and learning history, we have to consider recent events in Spanish History. They have affected all our social life and have encouraged teachers and curriculum designers to find new methods to educate Spanish pupils.

In the last 20 years, a broad range of political, economic and social changes have been taking place in Spain. All these changes have been reflected in education, especially in the Social Sciences, History and Geography. In the Spanish education system, these three subjects are closely connected to both teacher training and teaching itself. Moreover, the present tendency is to increase even more this unity.

The most important transformations of our society that affected the way of studying and teaching these subjects occurred in the following areas.

**Political:** From Dictatorship to Democracy. The consolidation of democratic institutions and the encouragement of participation in them have been, and still are, important goals to reach by the education system and, as such, they had to be integrated into History and Social Sciences

Examples of how the participation in democratic institutions is carried out in Spain can be found even at the level of schools. In primary and secondary schools, teachers, pupils and parents elect the representatives of the School Council and the members of this institution elect the head of the school and his/her team.

**Organisational:** The Spanish Administrative Organisation has undergone many changes. In 1978, the Spanish Constitution recognised the change of the former centralised organisation to a decentralised one. Nowadays, Spain is divided into 17 Autonomous Communities; five of them: Cataluña, País Vasco, Galicia, Baleares and Valencia are bilingual.

On the other hand, Spain joined, in 1986, the European Union. Due to Spanish isolation during the Franco period, ignorance and incorrect information about other countries and other cultures inside Spain had to be changed through a different way of focusing on social studies and history.

Therefore, a new way of teaching history and the social sciences, bearing in mind the decentralisation of Spain and the integration of the country into a supranational community, had to be considered.

The same can be said about the traditional relations that Spain has maintained with the Latin-American countries. The shared history with these former colonies, with which Spain has strong historical links, has been rewritten on the occasion of the commemoration of the 500 years of the Discovery of America (1992) and of the first Centenary of the Independence of Cuba and the Philippines, the two last remains of the Spanish Empire (1998).

**Social:** The Spanish mentality and customs have changed enormously over the last few years.

Spain has changed from being a Catholic and conservative country to a secular and liberal one. The influence of the Army, which had been very important in the last two centuries, disappeared from the present Spanish social and political life.

So, many themes traditionally studied from a catholic and militarist point of view are now studied from a more open and impartial one.

**Economic:** Spain has evolved from being an eminently agricultural country to a society of services, open to tourism and with a highly developed tertiary sector which demands highly skilled workforces.

This situation has led to an enormous change in secondary education, so that all students have to attend school up to the age of 16 and 80% of them follow upper secondary education.

All these changes were reflected in the Education Law, LOGSE approved in 1991.

The LOGSE establish that history and geography are compulsory during the primary and compulsory secondary education and Spanish history is the only common subject to all branches of upper secondary education. It shows the importance of these subjects in educating future citizens.

## **Contents**

From the above, it can be said that the history contents and teaching methods have undergone in Spain great changes affecting: the contents, the way of writing, teaching and studying history and the ideology to which several themes are connected.

The Education Reform Law (LOGSE 1991) gives considerable autonomy to schools and teachers in order to select the themes they wish to teach and when they want their pupils to study them.

In general, pupils acquire, during their last year of primary education, at the age of 12, their first knowledge of history. This subject is studied in depth, at the age of 14, especially ancient and middle ages history, and when pupils are 16 years old, in the fourth year of compulsory secondary education, they study modern and contemporary history.

Those students who follow upper secondary education (80% of girls and boys from 16 - 18) study contemporary world history during the first year and Spanish history in the second. Those who follow the humanistic stream also study History of Art.

Teachers are free to select textbooks, and the publishing houses can publish any book they wish without any censorship or control from the education authorities.

Since the mid -80s, textbooks are now written by a team of teachers of secondary education and directed by a university professor specialised in the different historical periods.

In spite of the appearance of greater freedom for teachers in selecting the contents and deciding their own methodology for teaching history, we find in many Spanish secondary schools two common characteristics in the way teachers now work: impartiality and distance from ideological implications.

Most teachers are aware that history lessons can provide a good opportunity to avoid repeating old confrontations among Spaniards, which were the way of life of Spaniards during the 19<sup>th</sup> and 20<sup>th</sup> Centuries.

So, since Spain became a democracy, a lot of seminars, courses and workshops about the content of modern and contemporary history and the new ways to work with it have taken place in Spain and teachers are in general updated in methodology and historical approaches.



### **Pedagogical Methods**

Empathy, understanding and explanation of historical events are introduced through different methodologies when secondary school history teachers work with this issue; so, they try to introduce into their lessons not only “the official history” but also:

- the narration of everyday life; for this purpose, pictures and photographs are used as resources in many secondary schools;
- the use of oral sources;
- the history of those people who until now had been “the silent protagonist of history”: women, workers and peasants.  
In particular, the history of Spanish women during the 20<sup>th</sup> Century has become a very popular subject in recent years.
- at present, teachers and textbooks make present those people who disappeared from official history, for example: Jews, Arabs etc;
- the same can be said about those people, who having left Spain due to their political engagements: the “afrancesados”, after the Napoleonic invasion, the liberals during the 19<sup>th</sup> Century and those who fought against the fascists and suffered or died in concentration camps during the second world war;
- all the historical periods are illustrated with the monuments and iconography of that time. Spain is the second country in the world (the first is Italy) in cultural heritage, so we can consider almost each Spanish city as a little museum where students can find the remains of their Roman, Arab and all the western cultures which constitute their roots;
- the use of historical commemorations.

To commemorate historical events represents a choice, a will of justification or reinterpretation of something belonging to the past, and it can also often involve making history.

In Spain, to commemorate has always been complicated because of the various political tendencies and the tensions among the regions that form the Spanish State making it difficult to reach consensus on the interest of reintroducing events or historical persons which many people dislike. However, the last decade of the 20<sup>th</sup> Century has been full of commemorations that have also been a success in terms of participation.

Industry or official institutions sponsor the commemorations in Spain, so among others events, exhibitions and publications, these sponsors sometimes offer special materials for schools. One of the most attractive has been “the American rucksack” specially prepared for the commemoration of the Discovery of America. Maps, games, designs and texts were offered in a bright and useful bag. In-service teacher training courses are organised in the teachers’ centres to prepare teachers for the use of these materials.

These commemorations have been largely used in the “in service teaching activities” and offer a good tool for teachers and can be used as motivation in the classroom.

The use of pictures.

The use of museums, considering that their function is to preserve the objects of the past in order to educate and illustrate the historical and aesthetic processes in the future, is important.

Museums can stimulate children to further enquiry and can inform and consolidate their previous knowledge.

They can make the past seem less remote and develop a sense of imaginative understanding.

Although in Spain where some of the most important museums in the world are located, their quality from the pedagogical point of view is very different, because Spanish teachers ask for more cooperation between curators and teachers and for allowing a more informal and subjective approach at work.

The use of the industrial heritage, literary heritage and folklore heritage bearing in mind that the heritage bodies reflect the diversity of a country’s culture, is also important.

### **Approaches**

In general, teachers and textbooks try to make the historical periods understood from a realistic and impartial point of view. They present historical periods synchronically, in relation to world history, especially European movements and historic events and diachronically, in relation to the historical facts, which took place before and after each period.

Often, teachers present a parallel with present and past events and periods. So, students can be aware of the continuity of some movements and ideas and feel empathy for the past.

To present the reality through different historical documents belonging to different ideologies so the shadows and the lights of the different periods can be compared by pupils themselves.

This way of teaching is especially important when dealing with controversial issues, such as the Franco time, the Civil War etc.

I believe that, at this moment, teaching history in the majority of the Spanish communities, presents more positive aspects than negative ones.

The following ideas are scrupulously respected by teachers as well as schools history textbooks:

- Spain is a pluralistic country composed of many cultures and languages;
- Different ideologies and political systems have followed one after the other in Spain. They are not judged but interpreted at their historical time;
- Spain owes a great deal to Latin-American nations, which, in previous centuries, were part of the Spanish Empire, and the reciprocal influences are studied in this respect;
- Spain, as part of a higher union, the European Union, with whom it shares a common history, basic ideas and common interests and with whom it shares feelings of tolerance and democratic values;
- Spain belongs to the industrially developed nations of the world and, as such, it must contribute to the development of less developed nations;
- Spain possesses a rich cultural inheritance, which belongs to all the citizens of the world, and it must be preserved for the future. Because of this, local history is taught practically, teaching it to students who, in this way, learn to identify themselves with the place where they live and become used to valuing it and preserving it.

## **SOME PROBLEMS**

Nevertheless, in the middle of all these general ideas which compose our way of teaching history and of the nearly complete absence of nationalistic ideas, three problems exist caused by the freedom at the time of drawing up the contents. They are:

- Some Spanish regions have interpreted the historical facts concerning their local history with a strong nationalistic sense, reinventing, without regard to the historical facts, a great deal of the common Spanish history. This way of interpreting historical facts is creating a tragic outcome in some regions in the shape of violent attitudes among the young which contrast vividly with the general atmosphere of tolerance and the spirit of cooperation existing in the majority of the other regions.
- Two other problems come from the positive side of the freedom with which teachers may choose the contents they can teach: one is that, in many cases, history programmes are imposed by the powerful publishing companies more than the educational administration or the teachers themselves, the publication of history textbooks is carefully followed in Spain (they are expensive too), with good maps and illustrations, they are made by teams of specialists who are careful at the time of maintaining the spirit of the law and they avoid the team work for the teacher, in this way the vision of big publishing companies is imposed more than the vision of the teachers involved.
- On the other hand, another problem is the wish to awaken the interest of the students to the reality of their immediate surroundings, and, as in Spain the region presents the remains of all kinds of cultures, the general vision of history is lost in favour of a more local vision.

Despite all this, at the moment I can say that, among history teachers, there exists a general acceptance of the organisation of the contents in history programmes and the possibilities that the law offers to adapt them to the reality of all schools. History is considered to be a very important subject in our system and it is very popular.

Thanks to all these changes in the way history is taught, in Spain the old vision of history as a boring subject related to things dead and gone which have nothing to do with present life, has been substituted by a fairly positive view of history among Spanish students.

Following the results of an international study carried out by the Körber Stiftung, Spanish students showed a higher motivation in learning history in relation to other European students.

Many Spanish students consider history “the background of the present way of life and explaining today’s problems, a means of dealing with their life as part of historical changes and a chance for them to learn from the failures and successes of others”.

On the other hand, history teachers feel that their role in today’s Spain is important to maintain the respect and the tolerance that the Spanish population has reached in the last decade.

#### IV. PRESENTATION OF Dr Alois ECKER

##### **“New methods in teaching history in present-day secondary schools: the example of Austria”**

Ladies and gentlemen,  
Dear colleagues,

First of all, I would like to thank the Council of Europe and the Ministry of Education of the Russian Federation for this invitation.

I would also like to thank our colleagues from the Administration of the Volgograd Region, the City of Volgograd and the Volgograd State Pedagogical University for their part in the organisation of this Seminar and especially for their hospitality.

It is the first time that I have the opportunity to work with experts in history teaching in the Volgograd region, so let me say that I am curious to exchange information and experience with you, that I am interested in discussing the common problems in history teaching - but also to learn from the differences we may detect in the structures of education when talking about concrete problems.

My knowledge of the Russian language is still not enough to be able to speak to you in your mother-language, but I am sure, this opportunity to work with you will be a step further to getting to know better parts of the Russian culture, society and history.

As a historian of the younger generation living in Austria at the beginning of the 21<sup>st</sup> Century, I do not hesitate in saying that I appreciate it as a great present from history to have the opportunity to work with you *as colleagues*.

As teachers and as educators, we are working in a long term perspective without knowing whether our efforts will ever have the chance to bring successful results. From this rather weak position, we may hope today that our efforts to overcome the nationalistic heritage of the 20<sup>th</sup> Century will be fruitful and productive in the sense that our work will foster peaceful development and co-operation between European countries and that it will enable and strengthen their peoples to live a life with respect of Human Rights and democracy, the rule of law, the values of freedom, equality and solidarity.

At this historical moment, it seems that we have to double our efforts to write a critical history about the past century, the time of growing nationalism, the time of the two world wars, and the time of the Cold War. - We have the chance to write and to teach, hopefully together in the future “common house of Europe”, a history that leads our children to attitudes of mutual understanding, open-mindedness and tolerance.

Before going into the description of new methods in history teaching, let me say a few words about the general development of the education systems in European countries. We can use this description as a basic reference in our reflections.

# **1. History teaching in a period of accelerated cultural change: complex societies and complex learning processes**

Let us start from the basic assumption that the highly industrialised regions of our planet are currently undergoing a process of rapid social, political and economic change. These restructurings have a strong impact on the cultural sphere: seemingly stable conventions are undermined, well-established norms and behaviours change rapidly. This process has been termed “accelerated cultural change”.

The consequences in the educational sector are as follows: the established educational institutions are coming under increasing social pressure. New suppliers from the information sector (TV, print media, adult education, private institutions/organisations, new technologies: internet, CD-ROM) compete with schools and universities as providers of education. The range of education offered by the school and university systems is increasingly challenged and questioned.

Consequently, successful teaching methods and contents are no longer unquestioningly accepted by the young people of today. Relationships between teachers and pupils change.

If we continue to base our educational programmes on a traditional understanding of education, there is a high risk that the acceptance on the part of the young generation will decrease even further. We will become less and less able to fulfil their legitimate need for an education which they experience as useful and will, therefore, accept.

What is needed in the classroom is complex, i.e. integrative and dynamic methods of teaching and learning. Such methods should enable the learner not only to acquire knowledge about certain historical facts (e.g. the social dynamics of industrial societies, the restructuring of the family, the changing relationship of the sexes) but to also develop social skills - procedural knowledge which can be acted upon in concrete, everyday social situations - methods which help the learners to develop their social competence.

In this approach, the didactics of history are understood to be an *applied social science*. The central concerns with regard to the teaching of history at schools are as follows:

1. In the face of current social developments, what ways of dealing with the past seem particularly necessary and useful for the young generation?
2. Which (historical) methods are appropriate for reconstructing past cultural, social, economic and political situations and their development?
3. What knowledge is necessary in order to foster a historical understanding which is relevant to the current changes in society?

These are the basic issues which the didactics of history need to resolve within their concrete social environment. We, therefore, think that it will be necessary to ask in a more systematic and profound way:

## **2. What are we doing when we are teaching history in the classroom?**

At the beginning of my teaching career, I taught Austrian history at the French school in Vienna. The curriculum had foreseen that, in the 6<sup>th</sup> form, I had to teach about the beginning of the Habsburg Dynasty in the late Middle Ages. It was during one of these lessons that I suddenly realised that the pupils were rather bored and I myself did not feel very motivated about teaching about Albrecht II in this situation.

So I stopped my lecture and asked the pupils why there was such an atmosphere of boredom and lack of interest in the group. One of the courageous boys stood up and said: well, professor, it seems to us that, in history, it is always the same: kings are crowned, they win or lose battles, they marry and have children, and finally they get wounded or killed, executed or banned.

I listened to this boy's striking description and then thought: well, if this is the real message of my teaching, there is something going wrong with history. So I invited the pupil to come to the desk. – he was a little bit scared, doubted my well-meaning intentions – the other pupils were all of a sudden listening. I asked the boy: now, please tell us what you have been doing this morning since you woke up. He felt released and started describing: at seven, the alarm clock rang, I went to the bathroom, brushed my teeth, washed my face, put on my clothes, went to the kitchen, drank a cup of coffee, took the tram and went to school.

I thanked him and then said: now, I will tell you what you would not have been able to do in the time of Albrecht II (who ruled in the middle of the 14<sup>th</sup> Century: 1340 -1358): you would not have had an alarm clock, not even a watch, there was no bathroom with cold and warm running water, there was no



toothbrush and no tooth paste, no coffee in the kitchen, no tram to take you to school – and there was not even a school for everyone.

You can certainly imagine that, for the rest of this history lesson, we had a very interesting discussion about similarities and differences in everyday life between the 14<sup>th</sup> Century and today.

Looking back, I can say that this experience was the starting point for a completely new conception of my presentations of historical facts. But, it was still more: it was the turning point for my view of history teaching.

In this first approach, I have described this experience of a history lesson from my personal - subjective - viewpoint as a history teacher in 1978.

I am sure you will agree that we need additional consideration and reflection if we want to understand the whole process of teaching and learning during this lesson. Coming back to the question, at the beginning of this paragraph, we can now ask again: what had really happened during this history lesson?

From the viewpoint of daily routine, history teachers would probably give a very simply explanation: they would describe this event in categories of a pupil's misbehaviour and then end with the encouraging statement that I solved the conflict well. But, this is a shorthand explanation without reference to the historical content under discussion and without reference to the learning process.

In a second approach, I would like to describe the situation following the theories of communication and social systems (Niklas Luhmann, Helmut Willke), and, by this, give you an introduction to some constituents of the “process-oriented model of history teaching” which we have developed with a team of historians, pedagogues, social psychologists and advisory teachers at the Department of Social and Economic History at the University of Vienna. Let us go back to the first remarkable irritation during this history lesson:

- At the beginning of this process appeared my observation of boredom in the class. The fact that I had realised this atmosphere of boredom implies that there had been already an irritation in the teaching process before. The atmosphere of cooperative relationship between teacher and pupils which forms the basis of every fruitful teaching process had been somehow disturbed. We can later on ask, why?
- I then asked the pupils to give me feedback and to describe their perceptions and impressions of the teaching situation.

- This demand for feedback was no intervention on the level of the historical content I was lecturing on before, but on a meta-level of communication: the level of reflection upon the social dynamics within the group, respectively the interaction, the relationship between teacher, pupils and the subject under discussion.
- Considering the information I had received from the feedback, I decided to change the structure of learning and teaching (and by this decided to change the relationship to the pupils): I stopped the directive form of teaching, the presentation or narration about Albrecht II, and
- I intervened by introducing a new method: I invited a pupil to be our resource person and to provide us with information about what he had done that morning.
- This intervention put the pupil in the position which I had been occupying while I was lecturing at the beginning of this lesson: the position of the expert who gives information to the audience. I myself came into the position of observer and listener. After the pupil had finished his story, I switched from the position of observer to the role of historical expert. This finally gave me the possibility to analyse his description of daily experience in categories of social history.
- The change of roles had a big influence on the dynamic of the whole group. By putting the boy for a few minutes in the role of expert of daily experience and then contrasting his description with my knowledge of daily life in 14th Century Vienna, I reminded the audiences of the main goal of this lesson - learning about history - and thus re-introduced the debate about past social and political events. But this second time, I had also gained the interest, the emotional consensus of the majority of the group and I was no longer lecturing, but discussing with the pupils, answering their curious questions.
- The change of roles had influenced the change of the structure of communication. And this structural change had again had an impact for the understanding of the historical content: in contrast to the daily experience of the pupils, thus in relation to their personal experience, I found the possibility to bring closer to the pupils' minds the lifestyle and culture of the 14<sup>th</sup> Century Viennese court of Albrecht II.
- So we may conclude that we both, the pupil as well as I, the teacher, gained a new insight in what it could mean to perform a history lesson: by changing the level of communication, we came to a new insight into the historical period of Albrecht II. (It is important to note that, it was not only the pupil's first interest in the daily life of Albrecht II, but it

was also the first time for me to make this sort of contrastive approach in history teaching.)

- We also may conclude that a similar change in the structure of communication happens every time a teacher changes the method of teaching. He/she makes an effective intervention in the communicative settings and this has consequences for the behaviour of both, the pupil and the teacher.

### 3. Process-oriented didactics of history

The theory of process-oriented didactics in history focuses on the communicative process of teaching and learning history. For the situation in the classroom, we might, therefore, say that we regard the learning process (especially the learning about history) as a form of communication and thus as a social process.<sup>1</sup> The central idea of this approach *is to acknowledge the teaching situation as a social structure in its own right: the history lesson itself is viewed and treated as an independent social system: when undertaking a history lesson in the classroom, a history teacher and a group of pupils are creating together a special social system, called "history teaching".*

With this understanding, it is evident that the social dynamics taking place in the teaching situation itself have to be recognised as being part of the learning process. The history teacher in this understanding can only be successful if he/she not only watches the pupils' perception of the historical content but also the social dynamics in the learning group. This observation of the social dynamic has to be made explicit - at least in the teacher's self-reflection - in order to be useful for further learning. Any insights gained from the explicit reflection of social processes must then feed into the planning of the next learning phase.

For the didactics of history, this means the awareness, which has to be kept alive at all times, that the teaching situation is a social structure in its own right. Only if the teaching is organised in a dynamic way can it engender learning which produces insight into historical processes. (This idea, however, has not gained much currency either in the training of specialist historians or in history teaching in schools.)

For the subject history teaching, this means in particular: if it is one of the central insights of the profession that political, social, economic and cultural structures change and are changeable then the learning environment, being a social structure itself, has to be organised in such a way that it remains

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<sup>1</sup> We, therefore, do not consider learning to be an exercise in (self) castigation that is always directed towards an authority which defines the aims. We consider learning to be a form of curiosity about the insights a specific subject might give. This is always combined with an interest in sharing these insights with other people or in telling them about the results of one's cognitive process.

changeable (for all parties involved). The task of conveying historical change in a particular area can be completed successfully only if what is said on the content level is related to the events on the social level of the learning group (between teachers and students, between students and students...), made explicit and fed back into the learning process.

Misunderstandings on the social plane cause blockages on the content level. The reverse also holds: if an otherwise plausible hypothesis about the content level fails to be understood, this suggests that there are (latent) social conflicts between the persons involved in the teaching situation.

The interdependency of the relationship between the historical content and the social / communicative relationship between teacher and a group of pupils can also be made explicit in the theory of the didactic triangle:

#### **4. The didactic triangle**

The didactic triangle as a simple model of communication indicates the interdependency between the three components: Teacher- Student - Subject in the process of learning and teaching.

Interdependency means, in this respect, that each of the components has an influence on the learning system as a whole. When you change, for example, the relation between teacher and pupil - as I did in the above example - this also has an impact on the perception of the subject (history). If the teacher treats or teaches the subject in a different way, this will also have an influence on the working arrangement with the students. If the students learn to deal with the subject in a new way, this also has an influence on the teacher's role.

#### **5. Different ways of dealing with the past: methods and their implication for historical learning**

As we have enough time to exchange experience about different ways of teaching in the working groups, I would like to introduce the main three models of communication in the learning process and give you some indicators for their implication in history teaching:

- the hierarchic organisation of learning: lecture;
- the student-centred form of learning: group work;
- process- and product-oriented learning: project work.

For each of the three levels of communication, I will ask the following questions:

1. the structure of communication between teacher and student;
2. forms of reflection and feedback;

3. potential in the development of historical learning: is the method applicable to gain historical knowledge? is it applicable to gain historical skills?
4. the explicit aims of the method;
5. the hidden aims and objectives (effective in the long term);
6. what is the profile of competencies which the teacher needs in order to be successful ?

#### **A. The hierarchical organisation of communication**

You all know the classical lecture, the performance of a person who intends to give his or her ideas to an audience without getting in direct communication with the persons who listen. I do not want to make a moral judgment and say that this form of teaching is bad. Not at all. Like any other method, it has its advantages, but also its disadvantages. One disadvantage: there is a general estimate that only 20% of what is said by the lecturer will be kept in mind by the listener.

Example: my lecture about Albrecht II in the 6th form.

We estimate that more than 65% of the history lessons in secondary schools in Austria are organised in a similar way.

Narration – the big narration: listening to the storyteller. Identification with great men in history, foreign experiences, national myths and legends.

Related to the above questions, we may answer:

1. Communication: teacher-pupil: not intended, is regarded as irritation, disturbance;
2. reflection: only self-reflection of the teacher  
no feedback: the teacher remains lonely in his/her suppositions and suspicions  
communicative process develops “wildly”, without guiding and control in all directions;
3. historical learning: giving information, e.g. introduction to a new issue or knowledge such as skills: listen to the storyteller, identification with historical stories/actors;
4. explicit aims: giving historical information;

5. hidden aims: identification with the authority/the teacher to train him/her in accepting hierarchical structures, train him/her in accepting preconstructed, “legal(ised)” historical knowledge (cf. textbooks)
6. teacher’s profile: conception of a lecture  
historical knowledge  
rhetoric and historiographic argumentation

## **B. The student-centred learning organisation**

The student-centred learning organisation intends to put the student/pupil in the situation of a critical lecturer of historical sources, he/she gets the opportunity to verify historical interpretations, to analyse historical sources or other teaching material, to discuss explicit questions of historical interpretation and by this takes part in the reconstruction of historical situations.

Examples: Group Work:

Analysing and reconstructing – sources – texts

Austro-Hungarian Treaty 1867: parliamentary debates from both perspectives, including Czech, Croat delegates (multiperspectivity)

The civil war between Social Democrats and Christian Democrats in Austria in February 1934: description from different newspapers; background sources, actual historical interpretations, interpretations shortly after the war.

The Battle of Stalingrad: how is it presented in Russian, German, Austrian, English, French textbooks (teaching about sensitive issues in history; demystification, de-ideologisation) family history: childhood in a peasant family, a craftsman’s family, a bourgeois family, a proletarian family in Austria in 1910.

1. Communicative structure:  
  
alternation between plenary and group work  
T-S-Relation is student-centred during group work and presentation;  
remains open for question, advice, information, organisation, discussion.
2. Reflection and feedback:  
permitted and wanted  
guiding is (partly) possible.
3. Historical learning:  
multiperspectivity  
contrastive learning  
controversial issues  
diachronic, synchronic approaches

critical thinking  
analysing historical sources  
developing historical skills  
argumentation in history  
learning to report, present a historical issue.

4. Explicit aims:  
student-centred learning under advice  
steered by the teacher  
teamwork  
presentation skills  
communicative and social skills.
5. Hidden aims:  
establishing communicative structures and teamwork  
breaking up hierarchical structures.
6. Teacher's profile  
guiding a learning process  
organising group work  
planning and design skills  
preparation of sources, teaching material  
competence in historical interpretation  
advisor skills.

### **C. Process- and product-oriented learning: project work**

Starts from the students' interest and tries to integrate as much as possible the student in the process of reconstructing and constructing; history students become partly researchers, have the possibility to get to know and to experience a process of historical research.  
Develop their own questions towards the past.

Examples:

Everyday life history: family (household, living, celebrations), childhood, working situations, school, war, local history, labour.

1. Complex learning organisation  
change of roles, labour division  
partly self-organisation.
2. Reflection and feedback:  
necessary and wanted  
regular feedback, reflection, analysing, planning and co-ordination is needed.

3. Historical learning:  
developing the whole range of historical knowledge and skills  
including teamwork  
producing historical information, presentations, exhibitions etc.  
developing “historical competence”: “active knowledge” of history.
4. Explicit aims:  
teamwork and cooperation  
experience-oriented learning  
process  
product  
involving the student in historiographical work.
5. Hidden aims:  
enable the student to work in a team and co-operation  
self-organisation, self-confidence, self-determination  
responsibility for the learning process.
6. Teacher’s profile:  
self-reflection  
social and communicative skills  
planning and design skills  
organisational skills  
flexibility with historical knowledge and skills  
competence in interdisciplinary cooperation and teamwork.

All three types of learning organisation should be used in a flexible way and be appropriate to the specific objectives of a lesson.

The central innovations in this concept of historical learning are: emphasis on self-reflection, reflection of the learning process, importance of planning and feedback.



## **V. REPORT OF WORKING GROUP N°1**

Rapporteur: Ms Tatiana Pasman, Head of the History and Law Office at the Pskov Regional In-service Training Institute

Extremely complex processes are currently taking place in Russia, in the course of which society is being transformed. In this situation, cultural life takes on added significance and, within it, education becomes increasingly important. However, education can fulfil its task as an agent for progress only if we examine the effectiveness of existing educational models and introduce new, integrated and dynamic methods of teaching and study - methods that are focused less on the assimilation of “ready-made” knowledge (historical facts, phenomena, processes) than on developing cognitive processes and effective working methods that create procedural knowledge: this will help pupils to adapt to tangible situations and play an active role in altering them through research and action. These methods should develop pupils’ ability to live in society.

The group’s discussions were based on a series of questions proposed by the seminar organisers:

1. Exchange of information on aims and working methods, getting to know each other.
2. Introduction to the problems of planning and designing a history lesson (key factors in planning, aims and objectives in history teaching; examples: teaching knowledge, skills, outlook).
3. Selecting the content-matter: textbooks, teaching materials and other sources in history teaching: how to work with them in the classroom – interpretation in a multi-perspective dimension, a comparative approach.
4. How to develop critical thinking by analysing television and newspapers, group work and role play.
5. Oral history in schools (social history, the history of everyday school life) and how to use this method; the relation between individual life stories and structural processes in history.
6. Different methods of teaching controversial and sensitive issues in world, national, regional and local history.
7. Planning projects, organising school exhibitions, “producing” and “constructing” history in schools.

8. Encouraging analytical thinking in history teaching, the role of feedback.

The group work was organised in such a way that those giving presentations (i.e. the theoretical aspect) and those involved in the direct activities (i.e. at a practical level in discussions) could familiarise themselves with, and evaluate methods for, developing critical thinking, assess their effectiveness and the feasibility of their use by history and methodology teachers in various types of academic establishments.

During the introductory period, the participants described their areas of scientific interest and the questions to which they hoped to find answers during the seminar. These questions were wide and varied:

- the objectives of history teaching: research by teachers in Russia and other parts of Europe;
- value-based aspects of history teaching: values in various historical periods and their modern equivalents;
- the developmental aspect of history teaching: developing knowledge and skills and a style and culture of thinking through studying history; developing creativity;
- methods for developing critical thinking;
- up-dating the personal experience of history students, methods;
- the role of history in teaching tolerance;
- selecting content-matter: changes in the context of teaching humanities;
- oral history and methods of using it in schools;
- the structure of history teaching in schools: attitudes to and experience of working with the concentric system;
- new methods in history teaching: perceptions and practice, interaction between methods and techniques;
- active methods of teaching history in secondary schools and higher education establishments;
- the academic and methodological system for history: evaluation and methods of use in history teaching;
- individual historical research;
- out-of-class historical research;
- methodological and content-based preparation of teaching graduates: successes and failures;
- problems in developing pupils' personalities and independence;
- the regional dimension in studying history.

Some of these questions were examined during the working session, and the group members were able to discuss the remainder informally in their free time.

Various approaches were used in analysing methods of developing critical thinking, involving both individual and group work: “open microphone” (when anyone could speak), “goldfish bowl” sessions (discussion by a limited group, presentation of conclusions), etc.

## **I. Planning and structuring history lessons**

Discussion of the first topic focused on identifying the objectives of history teaching.

In their discussions, the seminar participants confirmed that objective-setting was one of the most important aspects of teachers’ work. Lesson planning and structure depended on it, as did the approach to selecting materials and deciding how to use them. The participants noted that the following factors had to be taken into account when identifying objectives in history teaching:

- recent findings of academic historical research;
- society’s requirements;
- deep-set social conceptions (stereotypes) regarding international and national historical events and their significance for educating and teaching school pupils;
- students’ interests and views on why they are studying history in school;
- the wide availability of other sources of historical information which are independent from the school and poorly monitored, and frequently more accessible to students than to teachers (Internet, multi-media programmes, etc).

After group discussion (the sub-groups were formed on the basis of occupation: school teachers, post-graduate students, teachers in higher education), three approaches were presented for determining objectives in history teaching:

*A) Familiarisation with a specific body of historical knowledge, use of this information to develop the ability to process historical materials, to formulate a personal understanding of the global historical process, to have a sense of spiritual unity with the previous generation and to understand one’s role as a torch-bearer of humanity’s spiritual experience.*

*B) Bringing pupils up-to-date with regard to historical and cultural processes and global human values, and creating conditions in which they can gain experience in identifying their own positions in relation to given values.*

As the young teachers from Volgograd noted, experience shows that only one objective can be achieved at a time: during implementation, this is broken down further into tasks and procedures.

Under this concept of history teaching's objectives, emphasis is placed on: universal values in various eras; material that is personally significant for the pupils; an integrated and consistent world view. These are the most important elements in the pupils' development.

C) It would be appropriate to refer to *groups of objectives: cognitive – the grasp of specific information; social and cultural – the development of cross-cultural literacy and the ability to live in a multi-cultural environment, civic education; personal development aims – developing pupils' understanding of what individuals may learn from history.*

Other approaches to objective-setting in history teaching were mentioned during the discussions.

*A.B. Smirnov*, Dean of the History Faculty at Ulyanov Pedagogical University, identified history's most important function as *helping to find answers to contemporary problems and to understanding existing realities* which have arisen from historical processes; this would facilitate civic and national education. If this objective was to be achieved, it was essential to have a factual basis, to teach pupils and students to separate events, facts and evaluation: this was extremely complicated, since every word used to describe or analyse a situation was impregnated with elements of interpretation.

*L. M. Andrukhina*, Ekaterinburg, suggested that the objectives could be split up by levels. The general aim of history teaching was to create and ensure comprehension of a view of history. However, there could and should be different views: understandings of various eras, of individuals, events, etc. Each concept had its own educational aim. Individual lessons could also have their own objectives.

*I.V. Krutova*, a history teacher and post-graduate student from Volgograd, identified history teaching's main and unique goal as developing children's personalities: everything else – content, methods, sources, etc – was a tool to this end.

*Alois Ecker*, the group's resource person, pointed out that these approaches presented the sets of objectives in an increasing order of complexity. Educationalists recognised that history teachers were not merely bearers of information, but educators. It was wrong to reduce the teacher's role to teaching activities. Equally, this set of objectives formed a single system in which all the elements were interdependent and could not exist separately. The unifying factor in this complicated system was development, which was present in one form or another in all the components.

The discussions raised questions that remained unanswered: examination of these topics could perhaps be a matter for study and discussion at future Council of Europe seminars. They included questions such as: Are there universal objectives in history teaching? What happens to previous objectives when subject-matter and pedagogical paradigms are changed?

The participants identified the following main tasks in history teaching:

- *teaching (students) to work with information* of various types: creative texts, social and political journalism, statistics, etc.

"Working with information" implied not only developing the ability to extract, analyse and communicate it, as distinct from interpretative activity, but also, and even more importantly, the ability to use information in achieving one's life goals, in defining oneself in society and in one's professional life, and in achieving personal growth;

- *teaching how to ask questions.*

Teachers must ensure that students themselves ask questions and find answers. *Alois Ecker* drew the teachers' attention to a paradox of modern schools: teachers, who are familiar with history, ask the questions, rather than pupils. This situation must be turned around. Teachers should create a situation where children want to ask questions: in other words, students should be given back their natural curiosity.

- *developing spirituality and value-based attitudes to society and individuals and to their development;*
- *developing creative thinking;*
- *developing working methods.*

In implementing these tasks, teachers in Russian schools were confronted with specific difficulties: the absence of a distinct social imperative and the very large amount of historical subject-matter contained in the standards prepared by the Ministry of Education (the minimum content for

history and social studies). These helped to maintain conservative attitudes in the teaching system and a refusal to accept new methods if they did not correspond fully with the above-mentioned standards. Conservative attitudes were a hindrance in evaluating teachers' work and an intrusion in their "creative teaching laboratories". In turn, this impeded the introduction of new methods and approaches in traditional teaching spheres. Authoritarian communication styles still existed in schools, and were typical of the large mass of teachers whose professional training had taken place during the totalitarian period. These were the problems confronting the education system.

Turning to the structure of history lessons, the participants stressed that the most important elements in modern history lessons were the following steps: up-dating the material to be studied, the instruction process - during which students could themselves choose work methods and sources for use in assimilating the material – and analysis, permitting evaluation of how effectively the work had been carried out and of students' attitudes towards the problems under consideration and class interaction.

Further group work was based on the conclusions and ideas developed under the first point. Participants were asked to group the discussion topics by units of meaning and arrange them in order of relevance to present-day Russian pupils, taking account of the materials made available by the seminar organisers: textbooks and video-lessons. After this discussion, questions 3, 4 and 7 were grouped together for further consideration.

## **II. Selecting the content. Developing critical thinking. Planning projects**

The seminar participants were given the task ("challenge") of watching a recorded lesson on the topic "great geographical discoveries", prepared by G.V. Yoylev, a teacher in a small rural school in the Pskov oblast. This was a repeat lesson for the 6<sup>th</sup> year class, prepared using project techniques. During the lesson, pupils used their knowledge and various materials (textbook text, illustrations from old textbooks, contour maps, felt-tipped pens, pens, glue, paper) to put together projects on topics suggested by the teacher: describing Christopher Columbus's journey in the first person, preparing visual aids on one of the great journeys, describing one of the leading explorers (from a selection), writing the diary of a participant in F. Magellan's voyage.

During the discussion (the comprehension stage), the positive aspects of the teacher's work were evaluated: clear organisation of the group work, interesting and non-traditional research tasks, a focus on pupil development and the use of redesigned textbook materials, supplemented by fresh creative approaches thought up by the pupils themselves. Having analysed the lesson's shortcomings, the group members identified several criteria for modern-day lessons, what was expected of the teacher and developing critical thinking, and prepared a technique for analysing new methods in history teaching.

*Criteria for modern-day lessons:*

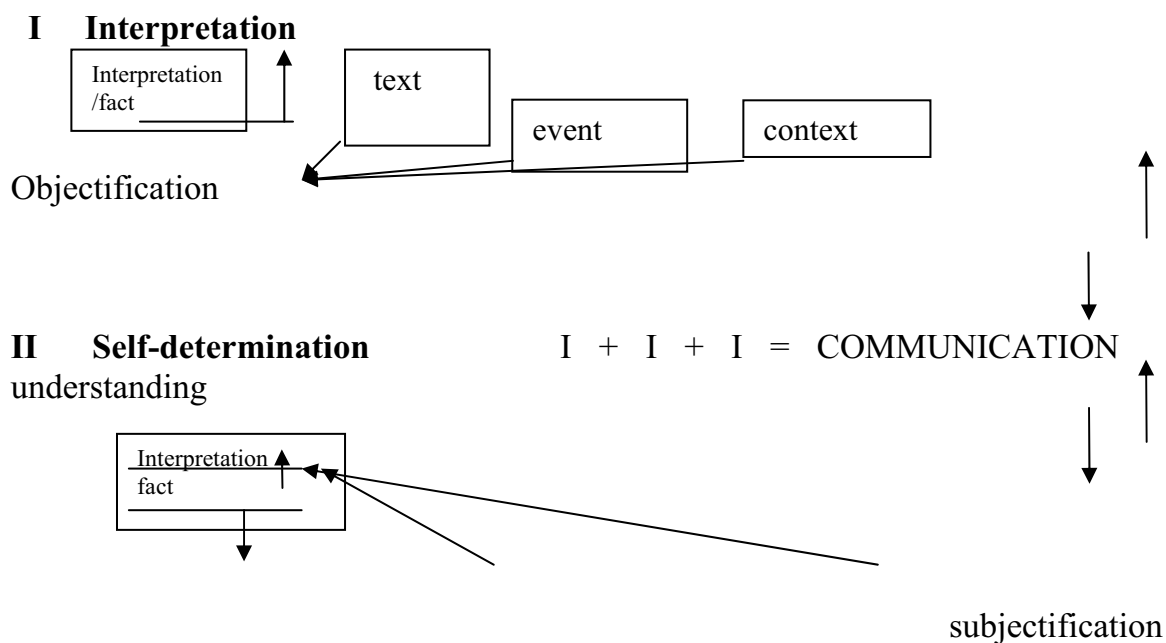
- they should use many varied sources of material for content and interpretation;
- pupils should be at the heart of all lesson-preparation and implementation, even to the detriment of knowledge. The crucial point was that children are living beings, with their own lives. They should be helped to orient themselves in life and make decisions;
- heuristic methods for pupils' research;
- dialogue, in the broad sense, during lessons;
- creating positive motivation.

*What is expected from modern history teachers:*

- they should work at high levels of difficulty, without simplifying tasks. For example, if pupils were not prepared to give opinions or analyse historical events or individuals, the teachers could propose "ready-made" variants with which they might agree, then introduce their own supporting arguments or opposing arguments from the textbook;
- they should not impose their own interpretations of historical facts, phenomena and processes;
- a democratic relationship with pupils: respect for their perspective, rejection of petty supervision or pressure, confidence in pupils' potential and conclusions.

Generally, in discussing modern methods and forms of class-work, it was noted that, in many respects, they were based on the traditions laid down by the Russian methodological school as far back as the 19<sup>th</sup> – early 20<sup>th</sup> Century. A key feature in these methods was that they required a high degree of technical competence. However, this factor made it more difficult to use them as models.

*L.M. Andrukhina* noted that the contemporary model of cognition process was technical: it was complicated and boring to observe, since it focused on the teacher's and pupil's serious internal work rather than on the external effect. In order to present the technical model of cognition more clearly, it could be simplified and presented in the following diagram:



Two forms of activity, interpretation and self-determination, were most effective in the cognition process, and entailed two types of objective. The aim of interpretation was to develop historical knowledge, based on the study of facts, which depended on context and the conditions in which they are absorbed. Present-day teaching was innovative: previously, teachers (and students) selected the content and linked it with a specific single interpretation. In these circumstances, the teacher's task had been to transmit a single accurate picture of events, and the students' had been to absorb and assimilate (remember) the "correct" information. Reaching one's own conclusions had not been a matter of concern for teachers.

Today, in the light of developments in historical sciences and the sweeping away of past methodological approaches, it has become clear that there are many possible interpretations. The teacher's task has changed: he or she must know how to operate in the context of various interpretations and to teach them to children. However many interpretations exist, at the end of the day children draw their own conclusions about the world, as free of contradictions as possible. Consequently, teachers now faced their own extremely complicated task. In gnosiological terms, this was the process of objectification: identifying the most objective information from a variety of perspectives. Assimilation of material played an important role in this activity. For greatest success, pupils must organise this themselves. This was what was meant by self-determination, which was effective when combined with



individual experience (or interpretation): day-to-day knowledge, contemporary events in society, interesting or essential texts. Communication played a substantial role in the process of self-determination, since interaction between the various parts of one's personality created a range of experiences.

The methodological approach adopted would depend on which activity was given priority at a particular moment. This also determined the selection of sources. For interpretation work, the most important elements were texts, descriptions of events, etc. If the focus was on developing pupils' own interpretations, then it was essential to engage pupils personally, using their social experience and moving from the proposed materials to technical models and methodology. In the given model, the cognition process went hand-in-hand with comprehension.

In the writer's opinion, this model helped in understanding new features of present-day education.

At the "reflection" stage, the participants evaluated their joint work and the proposed model, and underlined its relevance for methodological work in all educational establishments. The methodologists noted that its use in higher education institutions would enable teachers to evaluate independently the place and role of the methods they used for pupil development, in the context of practical lessons, round tables, working games, seminars and other activities for teachers. The lecturers from teacher-training establishments considered that it could be used to present the role of various teaching methods and approaches more effectively to future teachers. This would help them to develop and explain the methodological component of their final-year dissertation.

### **III. New methods in studying contradictions and sensitive questions in world, national, regional and local history**

This question was also discussed using methods to develop critical thinking. The "challenge" was to discuss various problems of European history: these were currently considered key areas and were being developed in various Council of Europe projects. The participants chose to discuss the topic "Women in History".

For the comprehension stage, contemporary history textbooks for schools were proposed:

1. Aleksashkina L.N., *Noveyshaya istoriya. XX Vek*. Textbook for 9<sup>th</sup> year, general schools. M., Mnemosina, 1999.
2. Boytsov M., Khromova I. *Poslevoyennoye desyatiletie: 1945-1955*. M., MIROS, 1999.

3. Brandt M.Yu., *Istoriya srednikh vekov*. Textbook for 6<sup>th</sup> year, general schools. M., Drofa, 1998.
4. Zharova L.N., Mishina I.A., *Novaya Istoriya. Konets XV-XVIII vek*. Textbook for 7<sup>th</sup> year, basic schools. M. Russkoye slovo, 1999.
5. Zakharova Ye.N., *Istoriya Rossii. XIX – nachalo XX veka*. Textbook for 8<sup>th</sup> year, general schools. M., Mnemozina, 1999.
6. Kushnereva Yu., Chernikova T. *1960-e gody: illyusii i razocharovaniya*. Experimental textbook for secondary schools. M., 1999.
7. Chernikova T.V., *Istoriya Rossii. IX-XVII vv*. Textbook for 6-7<sup>th</sup> years, general schools. M., Drofa, 1997.

The following questions were raised with regard to these books:

1. To what extent do the visual layout, text and methodological features allow women's role in history to be described?
2. What current methodological approaches could be used for studying this topic using the selected textbook?
3. What general questions do you have after familiarisation with these textbooks? What is your impression of particular books?

When describing the textbooks, the speakers noted that the structure of the textbooks in question provided insufficient material for studying the role of women in history: this was surprising given that the vast majority of these books had been written by women. This was partly explained by the fact that the study of women's history in Russia was a new phenomenon, lacking deep traditions and serious research; in certain cases, it was determined by the era described in the textbook (the group analysing the textbook on medieval history noted that it was posited on the elemental thesis that medieval civilisation was male). On the whole, however, it was felt that this shortcoming was linked to perceptions of women's role in political life, which had been problematic in Russia in recent years. There was a danger: if this situation was not compensated for by other methods, it would not be possible to change women's passive role in Russia.

The exercises in several of the textbooks could help in studying women's history (Aleksashkina L.N., *Noveyshaya istoriya. XX Vek*. Textbook for the 9<sup>th</sup> year, general schools. M., Mnemozina, 1999), as could the material in workbooks. (The workbook to accompany Ye.N. Zakharova's textbook, *Istoriya Rossii. XIX-nachalo XX veka*. Textbook for the 8<sup>th</sup> year, general schools. M., Mnemozina, 1999, contained many exercises on the history of

women in the 19th Century: woman – a social type, social roles, illustrations, education, economic position in the family, women revolutionaries, their image in art.)

Various modern methods and approaches were proposed to enable the role of women in history to be studied: these included essays, the assembling of one's own choice of texts and illustrations on a topic, holding debates.

The group members noted that modern textbooks differed positively from those with which teachers had worked a few years previously. The teachers identified the following merits in the textbooks in question:

- the text, geared to schoolchildren's level of understanding (Aleksashkina L.N., Zharova L.N., Mishina I.A.),
- account taken of age differences (Aleksashina L.N., Zakharova E.N., EUROCLIO's textbook);
- bright visual features (Zakharova N.N., Chernikova T.V., Brandt M.Yu.);
- a well developed methodological structure (all the textbooks);
- open systems, enabling the full range of modern methodological approaches to be used (all the textbooks).

In particular, all the group members drew attention to the textbooks prepared with the support of EUROCLIO, the European Standing Conference of History Teachers' Associations: they concentrated on historical facts rather than interpretation. They proposed eliminating the stereotype whereby western countries and Russia were studied as parallel phenomena.

EUROCLIO's textbooks focused on the use of modern methods and techniques, since they were themselves technical. They contained five essential features to this end: objective information, visual aspects, material for specific students, material for independent work, alternative sources.

*Alois Ecker* showed how textbooks of various periods could be used to develop critical thinking in students and teachers, who could be asked to compare how historical events were interpreted in a textbook written by those living at the time with the view from present-day books. This made it easier to understand that history cannot be written objectively. It is invented by people.

If school teachers are to use similar approaches, they require help with research and literature. This should be prepared by a team that would include historical researchers and practising teachers. Researchers would propose

material, while teachers and methodologists would suggest tools for studying it. This approach had been used in writing two textbooks: “*Rol rabotayushey zhenshchiny v XVII-XIX vv*”, “*Semya i shkola: evolyutsiya*”. They contained text, scientific commentary and didactic recommendations.

The participants were given examples of similar co-operation in the Russian regions: *inter alia*, Pskov oblast, Kareliya.

#### **IV. Oral history in schools**

This topic was examined as follows:

- what is “oral history”?
- what is the objective of using it in the teacher’s work?
- the technical model of methodological use of “oral history”. What is expected of teachers using “oral history”;
- experience of using “oral history” in Russian classrooms.

Alois Ecker, the specialist invited by the Council of Europe, provided introductory information about oral history as a subject for school study. A gulf existed between oral history as a scientific method and as a subject for school study. In research terms, it referred to information about an event and its interpretation. In schools, it was an activity and resource with huge developmental, instructional and thus educational potential. This was because pupils were not obliged to reproduce information on historical events provided by the teacher. They were entitled to select the most interesting interpretation for themselves. This required other sources of information, such as their parents, grandparents and neighbours. In directing pupils to this information, teachers could be furthering history teaching’s hidden objective – bringing students into contact with the older generation. The opportunity to select their own information source facilitated the development of critical thinking.

The use of the interview approach required careful preparation: it was essential to think about the possible outcome and its role in the teaching process. What would the students do after interviewing their grandmother or grandfather? In Austria, the process ended with the interview itself.

However, this was not enough. The inclusion of information obtained in interviews made it possible to show how individuals’ lives fitted into historical processes and *vice versa*: how events influenced individual destinies. Information received in this way frequently appeared to - or did - contradict the modern view of events. For example, when Austrians over 80 years old were asked about the 1930s and the Nazi period, they might reply that everything was fine in those days, since that was the time when they were young. “We felt in the thick of events”, say old people. This subjective view had its place, but it

could be not the only interpretation of history. Other opinions were necessary for a stereoscopic picture.

Accordingly, “oral history” required time and organisation of working methods.

The general model for working with oral history included the following steps:

1. Plenary meeting – 1 lesson:

- forming groups;
- preparing questions for the interview;
- discussing working methods;
- deciding on the duration of questioning and the amount of material required;
- deciding on the time to be taken and amount of material to be used in presenting the results.

During the plenary meeting, teachers provided assistance and prompting, offered basic and factual information and materials to nourish creative thinking (eg a story about domestic arrangements at the beginning of the 20th Century).

Some of the work is conducted outside the plenary meeting – the time and length of the interview is decided on.

2. Preparing for the research:

- familiarisation with the types and forms of questions;
- studying interview techniques;
- involving the school’s administration and the research participants (familiarising them with the objectives, methods and planned results of the work, so that they could prepare for the meeting with the pupils).

This was an important stage, and the teacher’s role was crucial. The pupils should not be left without guidance.

3. Interview

It was best if pupils worked in teams of 2-3. This was important not only in terms of psychological support, but also in order to obtain the fullest information. The roles must be clearly defined: one person was the active participant, and the other an observer who did not take part in the interview process and could, therefore, write a more accurate summary, help in the event

of difficulties and provide objective information when discussing the conduct and results of the activity.

At this stage, the teacher should be prepared for social conflict, arising from an incorrectly defined topic or inappropriate distribution of tasks. Such conflicts should not be feared. They differed from conflicts under the teacher's supervision. On a social level, conflict was normal. The important thing was to try to avoid excessive flaring up of emotions by, for example, suggesting a mutually-acceptable way of wording the topic.

#### 4. Processing the information and presenting the results:

At this stage, once the work has been carried out and the interview conducted, pupils returned to class and found themselves in an unusual position: they knew a lot and were the experts on the matter being studied. Even the teacher was now dependent on them, since he or she needed the information that had been gathered in order to work. An authoritarian position could cause problems here. Accordingly, if teachers wished the task to be completed successfully, they should merely suggest a system or framework for working with the interview. For example, they could say "Let's prepare an exhibition", or "Let's put together a newspaper on the topic...". However, this was not an order. Pupils could refuse and suggest their own options for analysing and presenting the material. It was important to give pupils creative freedom and not to interfere in the process of preparation, whilst not refusing advice if this was requested.

This resulted in projects where the main benefit was that they genuinely helped pupils to become involved in historical research and to develop practical knowledge. Pupils learned how to work with the past.

The participants shared Russian experiences of working with "oral history" in teaching practice.

L.P. Razbegayeva discussed the experience of putting together family albums and using these in history lessons: the album contents were illustrated by accounts written by the pupils, based on interviews with their parents. They helped to provide a fuller and clearer picture of the period being studied, and to show their family's contribution to it.

The Kamyshin teachers referred to E. Sidinkova's special communication course, "Studying the history of the 20th Century through family history". This had been used as the basis for the history of an entire town, and the materials gathered by pupils had been used to set up a museum. Two books had already been published: a third of the content was pupils' work.

L.M. Andrukhina described an experience in the Urals region where, on the basis of pupil research in co-operation with teachers and historians, a history of Urals villages was being compiled. This project had received support from the regional Governor. The material had been included in the regional component of the history syllabus.

T.B. Pasman spoke about the rewarding experience of working on “oral history” in villages and towns in Kareliya: T.I. Agarkova had given a presentation on the subject at the Seminar on “New history textbooks and teaching resources: aims, preparation and use in the classroom” (Petrozavodsk, June 1999) (see the collection “The role, place and objectives of textbooks and other new teaching methods in the system of school history teaching in the Russian Federation: Proceedings of an international seminar. Publ. PetrGU, 1999. pp. 46-52). She also spoke about the project on Pskov’s residents, developed in the Pskov Regional Institute for In-service Teacher Training in cooperation with the Anthropology and Ethnography Department of St Petersburg State University (SPGU). This project was intended to create a historical and ethnographical atlas of the Pskov region. Student and staff teams from the SPGU were working on the project with pupils from town and rural schools in the Pskov oblast. A programme had been prepared on gathering ethnographic material about the population of the Pskov oblast, and help was provided in processing the collected information. The preliminary results had been issued in the joint monograph “Historical and ethnographic features of the history of Pskov kray”, published by the Pskov In-service Training Institute, and pupils and professional-and-technical college students had given presentations and exhibited at SPGU scientific conferences and at the local and ethnological sections of the annual oblast scientific and practical conferences for pupils. Some of these reports had been published in the local press and scientific collections. In 2000, the Pskov regional centre for gifted pupils would set up three local studies and ethnological sections (Ms Pasman had been nominated as scientific advisor for one of them) within the “Istoki” scientific and research pupil expedition, to be conducted in July in the Sebezhskiy national park in the south of the region. Similar mini-expeditions for students had been organised by Pskov teachers N.A. Tsvetkov (Pytalovo, teacher-training college No. 19), T.V. Tikhonova (Pskov, lycee No. 4) and others.

During the discussion, the participants emphasised the importance of the personal and educational aspect of oral history: the child’s attitude to the older generation changed. Grandparents and parents became beloved heroes. Pupils learned to recognise problems such as different people’s interpretations of historical facts and phenomena such as war and dispossession of the kulaks. In presenting various points of view and attempting to analyse them, they looked for parallels and methods of dissolving conflict, moved to the position of judge, took the side of fellow participants in events and became advisers. This activity resulted in a great depth and breadth of historical knowledge and preparedness to accept and carry out a variety of scientific and research work.

During the discussions, the question arose of why new teaching methods and their characteristics are being developed. The participants felt that new methodological approaches and teaching patterns needed to be developed, because schools, as an integral part of a complex open social system, were themselves social systems in which history as a subject was an integral part of the teaching process. Consequently, changes to the system as a whole entailed reform of its parts and structure.

Accordingly, the following characteristics of the new methods were proposed:

- i. pupils are at the centre of development and use: their age-based psychological and educational characteristics, interests and needs;
- ii. new methods help to develop a culture of thinking, one element of which is working with information;
- iii. they show how to ask questions and use logic in seeking answers;
- iv. they facilitate the development of value-based attitudes to the content-matter and methods of working with it;
- v. they create a success-oriented atmosphere;
- vi. on a pragmatic level, they enable standards to be reached in practice and not just in theory;
- vii. they make it possible to achieve the supra-subject aims, ie, they make a tangible contribution to creating a stereoscopic and reasonably objective vision of the world in which people live;
- viii. they make it easier to increase interest in the national and family past;
- ix. they are geared towards practical application.

New methods imply a quantitatively new level of interaction between all participants in the educational process, and dialogue in the widest sense: with teachers, classmates, sources and the past itself.

During the activity, innovative projects were discussed: one was a technical schema for analysing new methods and study resources and their correlation with objectives, based on identifying the predominant form of activity.



The whole group appreciated the fact that it was possible to use teaching models in which historians, pedagogues and teachers could work together in a single team.

During the discussions, several proposals, recommendations and wishes were prepared for the attention of the administration of various types of educational establishment, the Ministry of Education of the Russian Federation and the Council of Europe.

**Recommendations for school administrations:**

- Provide conditions for teachers' professional development: greater use of the potential of in-service training institutes for preparing and conducting pedagogical consultation and methodological studies directly in schools, establishing a library of methodological literature, with particular emphasis on materials from international seminars and conferences conducted by the Council of Europe and the International Center for Educational Innovation at the A.I. Herzen University.
- Not neglect the equipping of history classrooms: acquisition of modern maps, atlases, books and other components of academic and methodological support. Particular attention should be paid to preparing schools and teachers for working with multi-media materials: this requires improved material and technical resources for information centres, so that they can acquire subject-based computer programmes and textbooks and train subject teachers in using them.
- Develop conditions in which teachers can work creatively and innovatively: let go of tradition, monitor the teaching process trusting in teachers' professionalism, pay greater attention to processing and analysing research results during the evaluation, using the entire methodological arsenal proposed in the Ministry of Education's normative and legal base.
- Take a democratic approach when drawing up schools' academic programmes: actively involve subject departments and teachers' associations in preparing, discussing and providing equipment. Provide teaching materials for the confirmed academic programme: standards, programmes, thematic planning, rather than shifting these tasks onto teachers.
- Give schools greater assistance in tapping into history's educational potential, propagate and support the use of methods such as oral history.

Special recommendations were made for the administrations of **higher educational establishments** with responsibility for initial and in-service teacher training:

- Recommend that lists of dissertation research topics place greater emphasis on methodological and didactic problems. Pay greater attention to training highly qualified methodologists, support further development of post-graduate research into methodological problems.

- Organise special professional training for methodologists working on in-service teacher training in the social sciences: include special courses and seminars on methodological work in the syllabus for initial and in-service training, develop programmes, textbooks and didactic materials.
- Improve the syllabuses of the methodology and history departments of history faculties in teacher-training establishments, by strengthening the didactic component. In the senior years, include teaching on subjects from the methodological and psycho-pedagogical cycles, since students are better able to grasp these topics at this stage.
- Bring the material and technical base of the teaching process into line with modern standards. Provide courses on methods for teaching history using videos – video lessons, materials for use in class: these should include examples of shortcomings as well as exemplary situations, since they could serve as starting points for discussions on the problems faced by young teachers.

The following requests were submitted to the **Ministry of Education**:

- Hold annual conferences and seminars on the problems of history teaching in Russia's educational establishments, using the Council of Europe's experience, and inviting representatives from various European countries as participants and specialists, together with those Russian specialists who have acquired experience in conducting such meetings in recent years.
- Support further development of the in-service teacher training system. Make greater use of special courses, seminars and optional subjects on new methods and techniques in initial and in-service teacher training.
- Develop clearer and more substantial incentives for pedagogical research and experiments by teachers, to include not only higher salaries, but also financial resources for attending seminars and conferences on methodological and historical topics, similar to that of the recent seminar, and pedagogical workshops by the best teachers in the country.
- Review the minimum content of historical education, with a view to reducing it. Exclude those content areas, facts, phenomena and processes that do not correspond to the pupils' developmental stage, are irrelevant and do not interest young people, or that have been insufficiently researched.

- Prepare a complete list of the academic and methodological packages for history teaching published in the various Russian regions, and distribute this to every teacher via regular and one-off publications by the Ministry of Education.
- Gather and distribute information on pedagogical innovations and areas.
- Pay greater attention to the process of school specialisation, which is now taking place regularly in the regions and will become more intense after the transition to the 12-year programme. It is essential to have reference material that will clearly designate these schools' specialised study areas, the programme for history and social science teaching (this also applies to specialised socio-humanities and humanities classes), and also information and material on experience of teaching social science subjects in classes with other specialisations. Subject-based magazines such as "History teaching in schools", "History and social science teaching in schools" and subject-based supplements to the newspaper "Pervoye Sentyabrya" could play a major role here.
- Publish a handbook "Didactic systems and new methods of teaching history in schools", making use of materials from the Council of Europe's international seminars and specialists who have participated in them.

All the group participants thanked the Council of Europe, the group's expert, Alois Ecker, and Cristina Del Moral, for organising and conducting this seminar, and expressed their hope that this constructive co-operation would be continued. The new method of conducting the seminars was highly appreciated: it had facilitated a move away from command-based methods of co-operation and stimulated the participants intellectually and creatively. The following proposals were made to the **Council of Europe**:

- Distribute the conference materials more widely, since they can be used in their own right as teaching materials for initial and in-service teacher training.
- Create an information bank of materials from seminars and conferences, and the most advanced pedagogical experience of teachers in Russia and European countries, to which Russian teachers could have access. Include video-material for lessons.
- Provide support for preparing and publishing an academic and methodological manual on "Didactic systems and new methods of teaching history in schools" for Russian teachers.

The professionalism and painstaking work of staff and teachers from the Volgograd Pedagogical University, headed by V.I. Danilchuk, Rector, and V.A. Pavlov, Deputy Rector with responsibility for international co-operation, have played a key role in this seminar's success. University lecturer L.P. Razbegaeva's presentation on "New methods in studying contemporary history in secondary schools in the Russian Federation", and her skilful handling of the group with E.Yu. Bolotova, played a large part in ensuring creative group-work. The group members recommend that **Volgograd University** organise a series of seminars for teachers from the Volga region on the basis of the seminar material and these recommendations.

## **VI. REPORT OF WORKING GROUP N° 2**

Rapporteur: Ms Elena Zakharova, Head of the History Department,  
Institute of Initial and In-service Teacher Training,  
Moscow

- i. The exchange of information on the aims and working methods, getting to know each other: partner interview.
- ii. Introduction to problems of planning and design of a history lesson (central factors of planning, aims and objectives in history teaching: examples, the teaching of knowledge, skills and attitude).
- iii. Selecting the content: textbooks, teaching materials and other sources in history teaching: how to work with them in the classroom – interpretation in a multi-perspective dimension, comparative approach.
- iv. How to develop critical thinking by analysing television and newspapers, group work and role play.
- v. Oral history in schools (social history, everyday life history in schools) how to deal with this method: the relation between individual life stories and structural processes in history.
- vi. Different methods in teaching controversial and sensitive issues in world, national, regional and local history.
- vii. Planning projects, organising an exhibition in school, “producing” and “constructing” history in schools.
- ix. The development of reflection in history teaching, the role of feedback in history teaching.

The participants are invited to prepare concrete examples and teaching materials from the different period including the period of the Second World War to illustrate their work in a classroom.

Teachers, methodologists and staff of higher education establishments in Volgograd, Ul'yanovsk, Kazan, Astrakhan and Yaroslavl and village school teachers from the Volgograd oblast were represented in Working Group No. 2. This was a successful continuation of previous seminars, developing the proposed topics for discussion and analysing them in greater depth. Problems connected with active and interactive methods aimed at fostering skills and qualities such as a capacity for critical thinking, showing an open mind in

making judgments and tolerance in the process of teaching history. The issues raised at the seminar were of particular importance for Russian schools because of the proposed transition to 12 year and three-level teaching in school.

The seminar provided an opportunity for comparing and contrasting the methods used in Russian and foreign schools and for learning something about our foreign colleagues' experience in the study of gender history, the history of the family, daily life, etc. This experience is also of value to us in connection with the traditional dominance in Russia of the study of the history of the state, not of society, and the acquisition of knowledge above all, rather than theoretical and practical skills.

Those attending the seminar agreed that the principal aim in the history education of Russian pupils today is the development of *historical thinking* in pupils as a basis for an understanding of the world, the development of active citizenship and the fostering of a value-oriented personality capable of self-fulfilment in the present-day socio-cultural context.

The principal *tasks* in history education in the Russian Federation today are to:

- give the students a range of knowledge of the historical journey and experience of humankind;
- study history on the basis of many views and assessments, give the students either all the facts for analysis or a variety of assessments, counter politicisation and ideological bias in history education;
- give pupils an idea of the many ways of describing and explaining historical and contemporary events and skills in working with historical sources;
- teach the skills for independent pursuit of knowledge and the ability to compare facts, versions, assessments and alternatives and the sources of historical information themselves, and how to formulate their own arguments in the evaluation of the past. Here the working group turned its attention to the cliché so dear to journalists and to certain scholars: "history dislikes the subjunctive". However, the type of thinking illustrated by that phrase is the type that does not propose alternatives or a variety of versions, but insists on a linear view of history and no ambiguity in evaluation;

- give the pupils value-based guidelines based on conceptualising the social, spiritual and moral experiences of people past and present, respect for human rights, a tolerant approach to the culture and historical experience of other nations and to the rights and freedoms of the person and the citizen;
- shift the emphasis from passive to active, dialogue-based and interactive methods; an analytical approach to conceptualising history and the present, and instill skill in acquiring knowledge independently.

The members of the group gave their views on present-day history textbooks in the Russian Federation, their advantages and disadvantages. The following issues were discussed:

- *is a textbook needed for teaching history, or should we work without one, relying only on the study of historical documents?*
- *if a textbook is needed, who should write it? History scholars with special knowledge of the subject but with no knowledge of teaching methods or the age and cognitive characteristics of the pupils, or methodologists and teachers?*
- *should there be one (basic) history textbook for each class or is a variety of books necessary?*
- *if there are many different textbooks, who should make the choice: the local public education authorities, the school administration, the teachers, the parents, the children?*
- *what kind of textbook should it be? Should it be integrated in style, with not only text and assignments at the end of the paragraph but also documentary material and multi-level tasks and problems, etc, or should there be a teaching and methods package (TMP) including, in addition to the textbook, workbooks with a variety of assignments at various levels as well as supplementary material to broaden and deepen children's knowledge, a reader, etc?*



In the discussion, most of the teachers were in favour of an opportunity to choose a textbook (by schools, teachers, parents or pupils) suited to the potential and interests of the students and to the particular features of the region, the school and the teacher's professional interests. An example was given of work in a class with a "fast stream", when the teacher suggested reading and comparing assessments of a particular topic (the causes of the Second World War, the reasons for the withdrawal of Soviet troops in 1941, etc) in different (3-4) textbooks, analysing them and arriving at a conclusion as to which treatment of the event in one of them was preferable, or finding the "truth" by a combination of assessments of a number of textbooks. However, a substantial number of teachers also favoured working exclusively with one textbook. This was probably a reflection of their confusion when faced with the growing number of different textbooks and their inability to make an informed choice.

A request was made to the Russian Federation Ministry of Education and to the Expert Committee attached to the Ministry to carry out experimental testing of new textbooks (especially those written by people not connected with schools) before these were printed in large numbers and to provide an opportunity for professionals, not civil servants, to familiarise themselves with textbooks before they were purchased in the regions. The problem of availability of a textbook, as regards both price and the possibility of obtaining it, was raised. Those books which came closest to a dialogue approach, "speaking" to pupils on equal terms as distinct from preaching to them and helping to generate an interest in the subject were acknowledged to be the best.

The members of the group shared their experiences in implementing a practical method of teaching, in promoting critical thinking and the ability to enter into a dialogue and in the organisation of a teaching process "in large blocks" when a big subject to which several hours of study are assigned (for example, "The Second World War", "The French Revolution" or "19<sup>th</sup> Century Russian Culture") is worked through in the following "steps":

1. *The lecture*. Task: familiarisation with new material.
2. *Laboratory and practical work*. Task: to broaden the pupils' knowledge of the subject and to teach them to acquire knowledge independently. Working with a variety of historical sources: historical documents, material evidence of the era or historical period obtained from school, municipal or state museums and submitting questionnaires to parents, acquaintances and strangers to get oral evidence of historical events (about the war, everyday life at a particular time, etc).

3. *The seminar*. Task: to broaden and deepen the pupils' knowledge; fostering skill in preparing and making a report (main text, synopsis, etc) and the ability to answer questions from other pupils and to ask questions in return, ie to enter into a dialogue. Pupil-teacher "feedback" expands at this stage.
4. *The press conference* by the teacher or a group of briefed pupils, when the children act as interviewers (journalists) and their questions touch upon the topics which aroused their interest or which they did not understand when they worked through the assignment and so on. At this stage, the pupils learn to put questions correctly and are not afraid to enter into dialogue.
5. *Concluding lesson or test*. Task: to obtain data on assimilation of the topic. This lesson may be oral or written (in the form of a test, answers to the teacher's questions, etc.).

The members of the working group paid special attention to the study of the most thorny, complex and debatable issues in history. Starting from the example given in Cristina del Moral's paper on a lesson on great geographical discoveries, on the Spanish conquest of America, in which the children were asked to choose the side they would "play" on (Spaniard or Indian), the Russian members tried to give examples of lessons in which problems with no single solution, disputed issues in history or moral and legal clashes had arisen. Examples were given of lessons touching on vexed questions in history and present-day issues (for example, the public debate "Does Russia need to join NATO?", the discussion "How can the Chechen problem be solved?", etc). In considering the issues of war and peace, the pupils clearly showed an understanding of the fact that in the end there were neither victors nor vanquished in the wars of the 20<sup>th</sup> Century, and that war is a tragedy for everyone.

Special attention was given to the work of the history teacher in giving his/her pupils an understanding of the nature of phenomena such as xenophobia, ethnophobia, antisemitism, extremism etc. and the ability to see and recognise them in a stream of information and to resist them; in developing the pupils' ability to give examples of xenophobia, ethnophobia, antisemitism, extremism etc. in world and Russian history and to see these as anti-humanitarian phenomena infringing human rights and moral principles. Examples were given of lessons in Russian schools: "The exclusively aggressive nature of Hitler's and Mussolini's nationalism", "The deportation of nations in the USSR", "The Holocaust as a 20<sup>th</sup> Century tragedy". The members of the working group described their experiences in setting the following problems and how the pupils solved them:

- *Can national conflicts be eliminated by economic prosperity? What is the evidence from world experience?*

- *What is the nature of nationalism? Analysis of the following scenarios:*
  - it is the natural outcome in an industrial state;
  - it is the random and artificial result of an unfortunate series of circumstances;
  - it is the result of atavistic “blood and land” forces;
  - it is a “false address”, an error in a historical trend and in human perception which has stirred up not classes, but nations.
- *Do you agree with the view that:*
  - satisfying some national interests leads to infringement of others?
  - a territorial political unit can become homogeneous only if all “foreigners” are killed, driven out or assimilated?
- *What is the “critical mass for nationalism”? Nationalism is not tolerated if the nation in power is not the one that is in the majority. Is there a “magic number” defining the point when people resign themselves to the presence of a “foreigner” or when they begin to be hostile to him/her? Give examples from various countries and regions of the world.*
- *Can there be a person without a nationality? Do you agree with the statement that a person must have a nationality just as he/she must have two legs, arms, a nose, etc.?*
- *Which of the following statements do you regard as correct:*
  - 1 – two people belong to one nation if they are united by one culture (ideas, links, symbols, behaviour, relationships, etc);
  - 2 – two people belong to one nation if they recognise each other’s membership of that nation.
- *What is the future of nationalism? What is the link between nationalism and patriotism?*

The members of the working group recognised the organisation of discussions on lessons dealing with national conflicts, events in Serbia, Bosnia, Chechnya and other “hot spots” and manifestations of extremism and terrorism in recent history as a matter of exceptional urgency. The members of the group concluded that teaching tolerance in a multi-ethnic Russia was exceptionally difficult, but essential to the development of a stable society. Group members from Kazan and Astrakhan shared their experiences in dealing with the Mongol-Tatar yoke in Rus in their history lessons and with the ambiguous attitude to this issue in those regions, where the existence of the yoke in the 13<sup>th</sup> – 15<sup>th</sup> Centuries is often denied. The national-regional component that reveals features of the history of the peoples of the Volga region was touched upon.

The members of the working group heard about the experiences of Moscow history and social science teachers in organising project work for their pupils and showed their appreciation of this way of working, as a contribution to fostering habits of research among schoolchildren. However, it was apparent that teachers in the Volga region are not well acquainted with this method.

A showing of *video recordings* of history, civics and social science lessons in Moscow schools aroused great interest among the members of the group. Lessons for pupils with varying degrees of preparedness, intellectual development, knowledge and skills were chosen. The common factors in the lessons shown were how to foster tolerance, how to include the pupils in dialogue, and how to promote skills in formulating and openly stating one's views.

*First lesson.* Moscow school No. 279. Civics lesson in class 7, "The right to life". Teacher: Aleksandr Borisovich Drakhler. In discussing this lesson, the working group members drew attention to the workmanlike approach to teaching, the teacher's efforts to show the children how to behave in a difficult situation in life, the active work by the pupils in groups, the skilful way they solved the problems raised by the teacher, the way in which the pupils' skills in defending their positions, gaining knowledge independently (working with documents) and in making a moral and legal assessment of a situation put forward by the teacher was fostered. One such situation: "It is the end of the 19<sup>th</sup> Century. A lifeboat from a sunken ship is adrift on the ocean. There are five men in it who have already gone without food and water for several days; the youngest, the cabin boy, is injured and is lying unconscious in the bottom of the boat. The four men saved when the ship was wrecked have the following problem to solve: should they all die, or should they save themselves by killing and eating one of their number, the cabin boy"? In analysing this situation, the pupils note the difficulty of the dilemma but express the view that murder and cannibalism are contrary both to human morality and to the right of every person to life. The working group members remarked upon how actively and openly the children expressed their views, how they enlisted legal documents, including the Declaration of Human Rights, in support of their position and how they felt themselves to be "on an equal footing" with the teacher.

*Second lesson.* Moscow school No. 1016, class 10, a social science lesson on "Human rights". Teacher: Galina Nikolaevna Solntseva. The working group members drew attention to the low level of knowledge of the pupils at this suburban Moscow school, their reluctance at the beginning of the lesson to express their views and their inability to give detailed answers. However, it was observed that the teacher had been able to arouse interest in the subject of the lesson and the pupils' desire to state their positions, making use of pupils who were up to standard and special methods. She demonstrated simple, and also unexpected, methods to make the pupils understand the meaning of solidarity and mutual understanding (she suggested that each pair of pupils should take one pencil in one hand together and draw a house, the sun and a dog), tolerance (she suggested that each pupil should bring a pebble and talk about it as if it were a friend) and that the world is indivisible (she showed a political map with the world divided up by frontiers and a physical map showing that the Earth is one and the global problems of the Earth have no frontiers. The members of the

working group saw the initial indifference on the faces of the pupils gradually change to interest, and at the end of the lesson an atmosphere of frank discussion, pleasure in understanding the problems and sympathy prevailed.

*Third lesson.* Moscow school No. 110, teaching in Spanish. Class 10, history lesson on “12<sup>th</sup> – 13<sup>th</sup> Century Russian culture”. Teacher: Marianna Vladimirovna Lebedeva. The pupils at this school have a high level of intellectual and cultural development. The video recording showed the lesson plan proposed by the teacher: comparing and contrasting the art of Ancient Rus (architecture, music and painting) with the art of Western Europe, Byzantium and the East of the same period: how the teacher led the pupils to an understanding of Russian culture’s intermediate position between the cultures of West and East (for example, the pupils established the following sequence after listening to recorded music and discussing the problem: the West (church music: voice-training + musical setting) – Rus (voice-training) – the Islamic East (no music). The pupils showed their skill in approaching the analysis of a historical phenomenon not from a local position or a position restricted in time, but from the position of a person analysing a particular event or phenomenon in time (a view of the event from the past or a view from the present) and in space (a view of an event in Russian history from the West and from the East). The members of the working group saw the components of the lesson, which were fairly complex and rich in content, the pupils’ mastery of speaking alone, their skill in formulating and defending their positions and engaging in dialogue with the teacher and with other pupils, approaching the assessment of a historical event or phenomenon critically and skill in interpreting and reconstructing the past. They saw the teacher unobtrusively but purposefully fostering a feeling of tolerance, a respect both for one’s own and for world culture and an understanding that knowledge of the past is needed for life in the present.

## CONCLUSIONS AND RECOMMENDATIONS

While recognising that this seminar successfully combined the schemes already tested by the Council of Europe and also had a clear practical purpose, on summing up the working group made the following *recommendations, addressed to the organisers from the Council of Europe*:

- since not all the problems proposed for discussion were examined in equal detail, 1) discussion of these should be continued in other regions in Russia, 2) if this can be done, 2 –3 of them should be selected for discussion in greater depth;
- the practice of seminars with a practical purpose in which dialogue predominates should continue;

- since experience in the examination of complex and conflicting subjects in history is vital to many, if not all, countries in the world, a collection of papers should be produced showing the European experience gathered by teachers working on this problem;
- while maintaining wide representation at each seminar, ensure 1) that practical workers (methodologists, teachers) predominate, 2) that the seminars are attended by those actually working on the problem put forward at the seminar;
- give the Russian members an opportunity to see video material from European countries (recordings of lessons, etc).

The members of the working group stated that it was essential to continue work on the problems put forward by the Council of Europe and expressed a wish to do so, in their regions and educational establishments, and to disseminate the ideas from the seminar.

## **APPENDIX I**

### **PROGRAMME OF THE SEMINAR**

#### **Sunday 18 June 2000**

Arrival of the participants

#### **Monday 19 June 2000**

8.30 Breakfast in the Hotel

9.30 – 11.00 **Plenary Session**

Chair: Professor Victor PAVLOV, Vice Rector  
responsible for International Relations,  
Volgograd State Pedagogical University

Opening of the Seminar by:

- i. Professor Valeriy DANILCHUK, Rector,  
Volgograd State Pedagogical University;
- ii. Mr Victor BESPALOV, Deputy Head,  
Administration of Volgograd Region;
- iii. Ms Inna CHERNYAGA, Head of the  
Education Committee, Administration of the  
City of Volgograd;
- iv. Ms Alison CARDWELL, Administrator,  
Council of Europe

Key presentation on: “The background of  
co-operation between the Russian Federation  
and the Council of Europe in the initial and  
in-service training of history teachers” by  
Professor Ludmila ANDRUKHINA,  
Institute of Regional Policies, Ekaterinburg,  
Russian Federation

11.00 - 11.30 Break

11.30 - 13.30

**Plenary Sessions**

Chair: Professor Victor PAVLOV, Vice-Rector responsible for International Relations, Volgograd State Pedagogical University

Presentation on: “New methods in teaching history in present day secondary schools in the Russian Federation: an overview of Volgograd State University”, Professor Ludmila RAZBEGAEVA, Volgograd State Pedagogical University

Presentation on: “New methods in teaching history in present day secondary schools, the example of Austria”, by Dr Alois ECKER, Vienna University.

Presentation on: “New methods in teaching history in present day secondary schools, the example of Spain”, by Ms Cristina DEL MORAL.

Discussion with all the participants

13.30 - 15.00

Lunch

15.00 - 16.30

**Two Parallel Working Group Sessions**

i. Working Group No. 1

Chair: Professor Ludmila RAZBEGAEVA, Volgograd

Rapporteur: Ms Tatiana PASMAN, Pskov

Resource person: Dr Alois ECKER, Austria

ii. Working Group No. 2

Chair: Professor Elena BOLOTOVA, Volgograd

Rapporteur: Ms Elena ZAKHAROVA, Moscow

Resource person: Ms Cristina DEL MORAL, Spain

16.30 - 17.00

Break

17.00 – 18.00

**Continuation of the parallel working group's sessions**



19.00                      Official dinner

**Tuesday 20 June 2000**

8.30                      Breakfast in the Hotel

9.30 - 11.30            **Two Parallel Working Group Sessions**

11.30 - 12.00        Break

12.00 - 13.30        **Continuation of the parallel working groups sessions**

13.30 - 15.00        Lunch

15.00 – 16.30        **Continuation of the parallel working groups sessions**

16.30 - 17.00        Break

17.00 – 18.30        **The preparation by the Rapporteurs the conclusions and recommendations of their working groups. They should prepare their texts in writing and submit a copy to the Secretariat. These texts will be included in the final report of the Seminar.**

19.00                      Dinner

**Wednesday 21 June 2000**

9.00 – 9.30            Breakfast in the Hotel

10.00 – 12.00        **Plenary Session**

Chair: Professor Victor PAVLOV, Vice Rector responsible for International Relations, Volgograd State Pedagogical University

- i. Presentation of the conclusions and recommendations of the rapporteurs of the working groups

Discussion with all the participants

- ii. Comments by the experts invited by the Council of Europe on the discussions held in the working groups in which they took part

Comments by the participants

**Closing speeches of the Seminar by:**

- i. Ms Alison CARDWELL, Administrator, Council of Europe;
- ii. Professor Valeriy DANILCHUK, Rector, Volgograd State Pedagogical University.

13.00 - 14.30      Lunch

Departure of the participants

## **APPENDIX II**

### **LIST OF PARTICIPANTS**

#### **RAPPORTEURS**

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Ms Irina SKVORTSOVA, Head of the Section on History and Social Disciplines, Oulianovsk State Pedagogical University

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## **TOLIATY**

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## **KAZAN**

Professor Elena SHOUVALOVA, the Department of Russian History

Professor Leonid GAYFOULIN, the Department of the World History

## **SARATOV**

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Professor Andrey MYAGSHEV, Saratov State Pedagogical University

## **PENZA**

Professor Elena PERSANOVA, Penza State Pedagogical University

Professor Ludmila FEDOSEEVA, Penza State Pedagogical University

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Professor Yulia BALASHEVA, Department of Russian History, Astrakhan State Pedagogical University

## **YAROSLAVL**

Professor Mikhail NOVIKOV, Vice-Rector, Yaroslavl State Pedagogical University

## **SAMARA**

Professor STOYKOVICH, Head of the Education Department, Samara State Pedagogical University

## **KAMYSHIN**

Ms Vladimir PODHVATYLIN, Head of the Education Committee, the Administration of the City of KAMYSHIN

## **VOLGOGRAD**

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Professor Elena BOLOTOVA, Volgograd State Pedagogical University

Ms Tatiana KORNEVA, Volgograd State Pedagogical University

Ms Nataliya GRIGORIEVA, History teacher, School N° 6

Mr Alexey KALININ, History teacher, School N° 13

Ms Elena FILATOVA, History teacher, School N° 81

Ms Elena HOROSHENKOVA, History teacher, School N° 31

Ms Irina ROUJENKOVA, History teacher, School N° 5

Mr S. TSVERKO, History teacher, School N° 92

Ms Irina KROUTOVA, History teacher, Economy Colleague

Ms Irina RYBKINA, History teacher, School N° 33

Ms Irina GANOUL, History teacher, School N° 5

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