



COUNCIL OF EUROPE CONSEIL DE L'EUROPE



MINISTRY OF EDUCATION
AND SCIENCE OF
THE RUSSIAN FEDERATION

DGIV/EDU/HIST (2007) 01

Programme of cooperation between
the Russian Federation and the Council of Europe
in the Chechen Republic

Seminar on

“How to respect a balance in teaching regional,
national and world history in schools”

Moscow, Russian Federation

6 - 7 November 2006

Strasbourg

Seminar on

**How to respect a balance in teaching regional,
national and world history in schools**

Moscow, Russian Federation

6 – 7 November 2006

Report by

Ms Tatiana Agarkova
Centre for Educational Innovations,
Petrozavodsk State University

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

CONTENTS

I.	INTRODUCTION.....	6
II.	SUMMARY OF PLENARY SESSION PRESENTATIONS	9
III.	SUMMARY OF WORKING GROUP AND ROUND TABLE DISCUSSIONS	30
IV.	RESULTS AND RECOMMENDATIONS OF THE SEMINAR	39

APPENDICES

APPENDIX I:	Programme of the Seminar.....	43
APPENDIX II:	List of participants	47

I. INTRODUCTION

The Seminar on “How to respect a balance in teaching regional, national and world history in schools”, was held in the Academy of Qualification Raising and In-service Teacher Training of the Russian Federation, Moscow, on 6-7 November 2006, within the framework of the Programme of Cooperation between the Russian Federation and the Council of Europe in the Chechen Republic, and was jointly organised by the Council of Europe, the Ministry of Education and Science of the Russian Federation, and the Academy of Qualification Raising and In-service Teacher Training of the Russian Federation.

Objectives of the seminar were to:

- exchange opinions on the different ways of teaching world, national, and regional history in a multicultural environment;
- discuss how to develop and implement new methodological approaches when teaching regional, national and world history in schools;
- analyse how to integrate principles of intercultural dialogue and a multiperspective approach when teaching history;
- discuss how to reach a balance in teaching regional, national and world history in schools in the Chechen Republic.

Participants included representatives from the Department of International Relations, Ministry of Education and Science of the Russian Federation, educational officials and teachers from the Chechen Republic, upper secondary school teacher trainers, textbook authors, and psychologists. The Council of Europe was represented by Ms Tatiana MINKINA-MILKO, Administrator responsible for bilateral and regional cooperation programmes in history teaching, Ms Fiona KENNEDY, Administrative Assistant, Ms Luisa DE BIVAR BLACK, Education Consultant, from Portugal, and Mr John HAMER, Education Consultant, from the United Kingdom.

Ms Larisa EFREMOVA, Deputy Head of the Department of International Relations, Ministry of Education and Science of the Russian Federation, welcomed the seminar participants. She underlined that the seminar was taking place on the occasion of the 10th anniversary of cooperation between the Council of Europe and the Russian Federation. She pointed out that it was the decade in which joint programmes aimed at the development and improvement of history teaching in Russian schools had been firmly established. The role of humanities, including history education, was growing in importance by including objective processes of multinational and multicultural society development, migration and integration processes.

The results of fruitful cooperation in the framework of the ten-year project confirmed that the choice of seminar and conference topics had been appropriate. The professional community had strengthened and was now able to properly deal with the national, ethnical and social peculiarities of the educational environment and society as a whole.

The Ministry of Education and Science of the Russian Federation paid considerable attention to history teachers of the Chechen Republic. Without a professional history school teacher it would not be possible to solve the problems of fighting stereotypes and violence, and to form a new way of thinking. Cooperation between school history specialists from different regions of the Russian Federation would facilitate respecting a balance when teaching regional, national, and world history using multiperspectivity and creating a basis for intercultural dialogue through education.

Ms Tatiana MINKINA–MILKO, Council of Europe, stated that the Academy for Qualification Raising and In-service Teacher Training had always provided a welcoming working atmosphere for seminar participants. The ambiance of openness and mutual understanding contributed to the organisation of the participants' fruitful work.

The success of the programme of cooperation between the Council of Europe and the Russian Federation in the Chechen Republic was confirmed by the response of its participants, the papers and materials from previous seminars, and the educational initiatives of the seminar participants.

2006 is a significant year as it marks the 10th anniversary of the Russian Federation's membership to the Council of Europe, as well as being the year in which the Russian Federation held the chairmanship of the Committee of Ministers of the Council of Europe.

The objective of this particular seminar was to discuss issues concerning respecting a balance when teaching regional, national, and world history, and to consider possible ways to implement such approaches into school history teaching.

- The principle methodological approach was one of dialogues. It helps pupils to develop skills for openness and ability to accept diversity of the world by breaking down existing stereotypes and myths.
- The developing information society requires skills for dealing with information. Easy access to any information sources requires modern schools to teach students to sort out information critically and not be manipulated, in other words, to train themselves in information competency.
- It is necessary to use children's own experience as an educational background and to teach them to analyse different issues so as to reach their own conclusions.

- To be able to act by applying the knowledge gained and using the skills developed so that the key civic competencies could be shaped.
- Teachers should understand that fulfilment of these important pedagogical and civic tasks depend to a large extent on their professional knowledge, ability to use modern methodological bases of teaching history, and use of new pedagogical and information-communicative technologies.

History as a school subject provided a great opportunity to develop students' ability to: draw their own conclusions and form their own opinions; gain skills in analysing historical events and people's activities; develop awareness of political decision-making and understand historical process in all its complexity; and understand that decisions made as a result of a dialogue are normally wise and long-lasting decisions.

Mr Hussein DEMYEV, Assistant Minister, Ministry of Education and Science of the Chechen Republic, Grozny, expressed his gratitude and thankfulness on behalf of the Ministry of Education of the Chechen Republic and teachers for the implementation of the programme of cooperation between the Council of Europe and the Russian Federation in the Chechen Republic.

Participation in the programme and exposure to the teaching experiences in other regions of the Russian Federation, as well as methodological support and concrete work during the seminars, had contributed to the reconstruction of the educational process in the Chechen Republic.

Ms Irina SAVENKOVA, Head of International Department, Academy of Qualification Raising and In-service Teacher Training of the Russian Federation, on behalf of Rector Professor Eduard NIKITIN, welcomed the seminar participants and highlighted the importance and relevance of the its topic.

II. SUMMARY OF PLENARY SESSION PRESENTATIONS

Five presentations were made during the plenary session.

1. **“What does balanced teaching in present-day schools mean? An overview of a psychologist”, by Professor Ludmila KUZNETSOVA, Head of the Department of Specialised Psychology, Moscow City Pedagogical University.**

“First of all, a person should be trained to join people”. These words by R. Steiner became the central theme of the presentation by Professor KUZNETSOVA. She asked what the role of history teaching was in enabling a student to become involved in history and to participate fully in the history of the country in which he/she lived? She also asked how to make students aware the problems which they might have in their lives were very often common to everyone regardless of their nationality or ethnic background? Another issue to be considered was how social identity could be formed in a multicultural environment.

When answering these questions it was important to take into account the change in the educational paradigm and appearance of the new approaches in education today.

The anthropological approach: a basis for balanced teaching.

- Prioritising the educational background as opposed to the educational process which could lead to an organised social and spatial-object environment.
- Education is a social-cultural means of shaping a person, based on teaching and training, systematised both in content and in process.
- The aim of present-day education was to develop those qualities which are desirable for both the individual and the collective good, so that a person could participate in appropriate social activities.
- The quality indicator of an educational environment was its ability to meet the demands of all educational process participants, thus motivating their activity.

Much attention was paid to the issue of creating the key competences as this was considered to be the major task of present-day education. Among them, the following were underlined:

1. Political and social competences:
 - ability to take responsibility;
 - participate in collective decision-making process;
 - resolve conflicts peacefully;
 - contribute to supporting and developing democratic structures.
2. Competences related to life in a multicultural society.

In order to prevent a resurgence in expressions of racism and xenophobia and a development of non-tolerance, education should “equip” young people with cross-cultural competences, such as:

- acceptance of differences;
 - respect for others and an ability to live among people of other cultures, languages and religions.
3. Competences related to developing oral and written communication; these were especially important for work and social life as people lacking those competences were under threat of social isolation. In the context of communication, knowledge of more than one language was gaining special importance.
 4. Competences related to the increase of information in society.
 5. Motivation to continue learning throughout one’s life as a basis for life-long learning.

Modernising content strategies and developing materials on the reformation of general education.

- Competency in the sphere of **independent cognitive activity**, based on learning different ways of gaining knowledge from different sources, including extra-curricular ones.
- Competency in the **sphere of civic-social activity** (as a citizen, voter, or consumer).
- Competency in the **sphere of labour-social activity** (including the ability to analyse the current labour market situation, to evaluate one’s professional potentials, to be aware of working standards and ethics, and an ability to self-organise).

- Competency in **everyday life** (including health and family issues, etc).
- Competency in **cultural and recreational activity** (including proper choice of leisure time activities which might enrich a person both culturally and spiritually).

In order to train students' skills, their teachers should have key professional competences, such as:

1. **Special and professional competency** in the subject being taught.
2. **Methodological competency** as regards the link between knowledge and skills.
3. **Social-psychological competency** in the field of communication.
4. **Differential-psychological competency** in the field of motivation and fostering students' abilities.
5. **Auto-psychological competency** in the field of personal strengths and weaknesses.

A balanced teaching of regional, national, and world history requires special awareness of the psychological aspects of a child's holistic existence:

- Myself and my relations with other people
- Myself and my physical abilities
- Myself and my talents
- Myself and my values, my picture of the world
- Myself and my activities
- Myself and my inner world
- Myself and my life line

A history teacher should consider the above aspects when preparing and giving lessons. Psychological training is an important ingredient of the professional competency of a teacher and the educational process could only be developed through real knowledge obtained in a dialogue "I-YOU-WE".

The speaker also covered the issue of shaping and developing an ethnical identity, placing special importance on a balanced teaching of regional, national and world history.

The age group **4-5** was singled out as having a particularly diffuse identity. A child merely "absorbs" a society in which he/she lives, as well as the life experience and conduct of his/her relatives and close friends. At the age of **6-12**, a child starts asking questions such as "who he/she is", "what sort of people others are". A child's ethnic self-evaluation and evaluation of other ethnic groups appear in a more positive light. At the age of **11-15**, a child begins to recognise the uniqueness of different peoples, "I

am the same as my people”. At the age of **15-16**, a new sense comes to the fore “I am a representative of my people” and at the age of **16-18**, a clear notion of “them and us” appears.

Knowing the major stages of ethnic socialisation is important for history teachers so they can organise their activities effectively when working in a multi-ethnic and multicultural classes.

Ethnic socialisation which results in an endorsement of ethnic identity is characterised by a person’s understanding of belonging to a certain ethnic group.

- Cognitive component: understanding one’s identity based on ethno-differential indicators.
- Affective component: evaluation of the quality of one’s group and importance of belonging to it.
- Behavioural component: active actions related to the first two components. This is not valid unless an ethnic-cultural comparison is present.

Independent of self-identification, either with his/her own or with a foreign culture, a person living in a multi-ethnic region might have:

- a monoethnic or bi-ethnic identity;
- a monoethnic identity with another group or a marginal ethnic identity;
- a stronger identification with a person’s own group and subsequently a more significant “fencing” of oneself from the others.

Civic identity (socialisation) - the process of awareness (understanding) of belonging to one’s state or nation - is the basis of a society’s political awareness.

2. **“How to respect a balance in teaching regional, national and world history: an example of the United Kingdom” by Mr John HAMER, Education Consultant, the United Kingdom**

Mr Hamer explained that, in the United Kingdom, the national curriculum for history required that, in their first three years of secondary education, pupils aged 11-14 should be taught three British, one European and two world history topics or themes. However, there was some ratio of regional, national and world history that resulted in the perfect balance.

He stated that a balance could not be achieved, even primarily, by looking at the content of our history lessons, at **what** we teach. Of crucial importance were issues to do with why we taught, in other words, our reasons for teaching history, what it was we wanted to achieve with students; how we taught, and the ways in which we presented the content.

The United Kingdom had recently been going through a process that occurred about once every decade. Much reflection had been taking place in public on what it meant to be British. It was a matter that had been debated in the Parliament, discussed in the media and had produced contributions ranging from the perceptive to the ludicrous. What provoked the discussion this time were proposals that those wishing to become British citizens and not entitled to do so by birth should be required to take some kind of test and attend a citizenship ceremony.

A similar debate had been taking place amongst British historians. Just what did we mean by **British** history? Was the history of Britain anything more than a collection of the separate histories of the main component parts of the British Isles? Was there anything that could be identified as specifically 'British' as opposed to specifically 'English', 'Irish', 'Scottish' or 'Welsh'? Indeed the United Kingdom as a state was not yet 300 years old - barely older than the United States of America.

England and Scotland shared a monarch from 1603 onwards, but continued to be separate nations until they formed a new nation, the United Kingdom, in 1707. Today the overwhelming majority of Scots would still regard Scotland as a nation, but in a political sense they were wrong. Between 1800 and 1922 the whole of Ireland formed part of the nation state that was the United Kingdom of Great Britain and Ireland; however, after 1922 most of Ireland separated to become a new and entirely independent nation.

Mr Hamer underlined that one had to be sensitive to the titles that were given to groups of people or areas of territory; and to the ways in which terms such as 'state', 'nation', 'country' or 'region' were used.

Thus, the modern term 'region' referred to the four countries: England, Scotland, Wales and the northern part of Ireland, which now together formed the nation state of the United Kingdom of Great Britain and Northern Ireland.

In another sense, however, these 'regions' were of course also nations and often regarded themselves as such. Each had a strong sense of its own identity with a cultural tradition and a language which in part distinguished it from the rest of the United Kingdom.

Mr Hamer listed three areas of potential confusion and difficulty:

1. The first is that there were many in Northern Ireland who would argue that they continued to share a common tradition and a common culture not with the nation state in which they found themselves (the United Kingdom) but with a different nation state, the Republic of Ireland. This had resulted in outbursts of conflict and violence, the most recent and most prolonged of which had only recently abated.
2. The second potential source of confusion came from the fact that there were some parts lying within the regions of the United Kingdom, who saw themselves as having their own distinct and separate cultural identity. They could be perceived, as it were, as regions within regions. In England, for instance, there were those living in the south-west, in the county of Cornwall, who claimed that they have a history, a language (and a flag) which set them apart from the rest of the country. The same sorts of claim occurred in many other parts of the world.
3. And the third difficulty was that within the United Kingdom there was one region, England, that was so much larger than any of the others and that played such a central role that the two names 'England' and 'Britain' were often used inter-changeably; just, for example, as we might say Holland when in fact we mean the Netherlands. One of the results of this confusion was that certain courses and textbooks that claimed to be about British history were criticised because they were, in practice, about the history of England not of Britain.

In seeking to achieve a proper balance between the regional and the national in our teaching of history, therefore, we have to help students to recognise that these terms are problematic. The distinction between nation and region has been, and remains, blurred. What they refer to has altered over time. They are not forever fixed and unchanging.

Nevertheless, despite the difficulties, there were good reasons for giving a regional dimension to the history we taught.

- The first was pedagogical. The best way of getting children started on history was to begin with where they were and what was around them. The most obvious and natural point of entry into an understanding of the past was through the history of the place and the society in which they lived. Young people were best introduced to the past through the visible evidence of that past which survived around them. Referring to their experiences and

to what was familiar was not only a good way of getting started, but was also an effective strategy for maintaining young people's interest in history.

- The second was history's importance in developing a sense of identity. Whilst anxious that young people should be introduced to the diversity of the political, economic, social and cultural history of the British Isles, a major function of studying history was to enable the development of a sense of having roots of being part of community with many points of reference in common.
- And, thirdly, the regional perspective offered wider educational benefits. The study of the history - in this case the history of Wales - served as a reminder that peoples could have aspirations, a strong sense of identity, shared loyalties, collective pride and a distinctive view of the past even if they did not form a state with political power. Thus it helped to get pupils away from the idea that history was only about the study of states, governments, national politics, international relationships and foreign wars. History was equally concerned with the study of the social development of people through time. In multicultural and multi-ethnic societies this was an important message.

History teaching had an important role in enabling young people to become active and effective citizens willing, and with the knowledge and ability, to participate appropriately in the affairs of the state in which they lived.

Despite globalisation and the emergence in some cases of federal or semi-federal structures such as the European Union, the nation state remained the most common form of political organisation throughout the world. For those states that were democratic, or were striving to be democratic, it was essential that the affairs of the political nation became a focus for their young people's loyalty and civic involvement. Democracies simply could not survive without such involvement. What this suggested was that a shared sense of national identity was desirable for both the individual and the collective good. By a sense of national identity was not meant something that involved no more than the individual's blind and unquestioning allegiance to the nation - a belief in national superiority, or that all actions that were or had been undertaken in the name of the nation state were justified. And, of course, it was not believed that the role of a history teacher was to promote a sense of national identity of this kind. In looking at the nation's past, history teaching had to acknowledge the bad as well as the good, the failures as well as the successes, the injustices and oppressions as well as the achievements.

For Britain, as for other countries, this meant having to address some extremely unpleasant and uncomfortable topics and issues. The list of such topics would vary from country to country, but in Britain it meant that history teaching could not ignore, for instance: the medieval persecutions of the Jews living in Britain; the trade in slaves from Africa to America and the West Indies; the treatment of indigenous populations that accompanied the expansion of the British Empire in India, Australia, New Zealand and elsewhere; and the exploitation of adults and

children in factories and mines that followed the Industrial Revolution in the eighteenth century.

Nor should we teach a national identity that presented a clear and unbroken linkage between present and past populations. Very few, if any, people anywhere in the world could reliably trace their ancestry back more than a few centuries. No person living in Britain today, for example, could claim any real affinity with the Britons of antiquity. We could not claim to be the descendants and heirs of the peoples who had inhabited the British Isles four or more thousand years ago. The British national identity, like that of most national identities, was inherited from successive waves of newcomers - some coming as conquerors and settlers, others as, more peaceful migrants - but each helping to shape who we were.

In asserting that a sense of national identity was desirable, one did not maintain that this should be the only, or even the over-riding, identity. We should be trying to help young people acquire a sense that they could have many identities and an understanding of what these might involve. Identities were multiple and could change over time. We could all have local, regional, English, British, European, global and other identities, whilst at the same time be affiliated to, say, a particular religious or cultural group. Emphasising the need for individuals to have a sense of identity with the nation, one was not thereby removing their affiliation to, for example, Islam, Hinduism, Judaism or Christianity. However, inevitably, keeping all these different elements in balance was not always easy and this was something that students could be encouraged to explore and think about in the course of their education.

Therefore, there had to be a balance not only **between** regional and national history, but also **within** regional and national histories and the way in which we presented these histories to our students.

It was difficult to see how students could fully make sense of the political, economic or cultural history of a region or nation unless they could see those histories in a wider context; although how wide this had to be probably varied from country to country. In the case of Britain we colonised, traded and fought so extensively and for so long that to look at national history in isolation would be to disrupt a large part of the story. The curriculum guidance that was given to teachers hinted at this. Pupils, it said, should “consider, for example, the contribution of the slave trade and colonial trade to the process of industrialisation in Britain and the impact of cultural trends and changes such as the Renaissance and Reformation on British society”.

However, there was a more general, and perhaps increasingly more important, reason for providing this wider context. For the sake of this and future generations, as well as encouraging a sense of national identity, our aim should also be to develop in our students a sense of identity with the rest of humankind.

The extent to which national education systems needed to increase their emphasis on preparation for national or world citizenship varied from one nation state to another. Hence, the following three categories were identified:

1. Those states where the overwhelming need was for an education system that promoted a greater sense of belonging to a wider global community and that diminished a sense of blind and uncritical attachment to one's own national community.
2. Those where the role of the education system should above all be to help change an ethnic sense of national identity into a civic one. That was where the national identity needed to be more inclusive of all members of the national community - and where the promotion of international understanding needed to go hand in hand with the promotion of a new attitude towards minorities.
3. The nation states where the need was to strengthen a sense of common purpose within the nation state itself was just as important as the need to promote global citizenship.

This analysis might be helpful to teachers in considering a proper balance of teaching regional, national and world history.

3. “How to respect a balance in teaching regional, national and world history: an example of Portugal” by Ms Luisa DE BIVAR BLACK, Education Consultant, Portugal.

Ms De Bivar Black noted that respecting a balance in teaching world, national and regional history was a complex issue.

In practice, there were the following views on history education:

1. History as the study of where we came from.
2. History as the study of the processes of becoming what we are.

History gives the answer to the question “Where do we come from?”, because it provides the only extensive materials available to study the development of human societies. Besides, history provides a basis for national identity.

History gives the answer to the question “What we are?”, because it helps us to understand peoples and societies, it also helps in understanding changes and how the society we are living in came to be.

History provides identity and understanding of ourselves and our circumstances as individual members of:

1. a family
2. a community
3. a region
4. a country
5. a continent
6. the world/the universe

History helps us to understand people and societies, to understand the past and the changes taking place in the world, to understand that we, the current ones, are the product of many circumstances.

- Grand narratives of history had beginnings and endings; they made sense of the past by imposing an order and a structure on events; they screened out other things.
- Grand narratives included episodes of the past for what they contributed to a *valued present*; and ignored aspects of those episodes that did not serve the *momentum*.
- People without history had been subjugated, colonized and exploited, but they had neither vanished from the history nor had they become European (Westerner).

Communities and people wanted to know where they came from and where they were going to, and the focus shifted towards the stories of local communities, professional groups, gender, ethnic minorities, ordinary people, etc. The interest to local history was growing.

While many scholars continued to focus on the political arena, social historians had begun to look more closely at the experiences of ordinary people and their everyday life (search for roots and identity).

Social history had increasingly broadened to characterise the large mass of *ordinary people* who appeared only dimly on the pages of standard histories.

As a consequence, history had fragmented into a number of discrete subfields including family, women and gender, cities and suburbs, immigration, national minorities, childhood, aging, agricultural life, workers etc. And the results of this shift were quite impressive. Viewing the past through the eyes of slaves, working women, families, older people, suburbanites or rural migrants in a city produced important correctives to our understanding of plantation slavery, office work, family life, urban and suburban histories.

A balanced history took account of the role that all communities had played in our past – a situation that seemed appropriate for a pluralistic and democratic society. This shift had also influenced local historical organisations and school.

Since local history focused on experiences that touched the lives of everyone or their ancestors, it was of immediate interest to most people, because it provided a sense of continuity with the past in a rapidly changing world.

It was especially valuable for children, raised in the age of atomic and neutron bombs, global villages, television, VCRs, videogames, PCs, microwaved instant food, jet airliners, and space travel, to understand the lives of their parents and grandparents whose childhood often included none of these contributions to modern civilisation.

Besides learning history, pupils begin to understand that:

- no society or nation existed in a vacuum;
- its room to manoeuvre was enhanced or constrained;
- its action may impact on others;
- others' action may impact on it;
- governments borrowed and learnt from each other;
- neighbours would have a shared past;
- countries had common and contested interests.

It was necessary to locate national history within its wider context. To do so, partly chronological, partly thematic overview should be developed. The forces, movements and important events which shaped the country should be taken into consideration. We provided the “big picture”, setting the dates, the events, the people, the social and political forces.

Pupils learn to:

- connect the broader national trends to individual lives;
- understand that individuals’ perceptions and attitudes can either changed or remained static over time.

The choice of the content remained a challenge for history teachers when some facts were more important than others.

Understanding differences through multiperspectivity required a change of the point of view from one group to another, because the events and developments seldom look the same to different groups, and what was progress to one group could be a setback to another. Understanding the differences could be provided by using the *comparative eye*:

- What was typical – like the world outside?
- What was special – different from the world outside?

Students should understand how historical accounts had been constructed by historians, the mass media, etc, by using (contradicting) sources. Working with the sources, students learnt to range, to explain, to compare, and to evaluate them.

4. **“New approaches in teaching history which can help to achieve a balance in teaching regional, national and world history” by Dr Irina MISHINA, Associate Professor, Department of History, Social-Political Education, and Law, Academy of Qualification Raising and In-service Teacher Training of the Russian Federation, Moscow.**

The first aspect: why did we need to make efforts in order to achieve a balance in teaching regional, national, or, as it was sometimes called, ‘federal’, and world history?

The second aspect: what hindered the achievement of such a balance in teaching regional, federal, and world history?

The third aspect: what new approaches could be suggested for respecting an effective balance in teaching regional, federal, and world history?

The fourth aspect: what could be recommended particularly from the experience gained in balanced history teaching?

The fifth aspect: what issues should be worked out by pedagogical communities of the Chechen Republic to facilitate the solving of this quite complicated problem for teachers?

Living in the conditions of the world community globalisation, a modern person communicates with representatives of different communities. The realisation of a person’s full potential in the multicultural world and multiethnic Russia to a large extent depends on his/her ability to communicate effectively with other people. It also depends on the extension of the circle into which a person is able to include other people as “his/her“ people as well as on a person’s ability to communicate constructively with people viewed by him/her as ‘other’ people.

A person’s ability to associate oneself with others, to identify those general things which were common to representatives of different cultures, facilitates communication and sharing useful life experience gained by others. But here the problem of preserving one’s own social and cultural identity arises. How not to lose the ‘precious grains’ of cultural and historical experience which allowed dozens of generations of this or that community to survive?

The most important aspect of respecting a balance in teaching history was related to this very problem: how to develop in a child a sense of socio-cultural (regional) identity, a sense of being an integral part of the national community, and at the same time, to be open to the world with its versatile historical experiences?

We have had an experience of teaching local history which was totally subjected to teaching “History of the Motherland”. Local history teaching was supposed to represent, on the local material, historical regularities taught in the courses of “History of Motherland” and “World History”. The methodological approaches of local history courses were the same as in the course on “History of Russia and the

USSR” and served the same ideological tasks. The courses focused on the moment when the territory of a local people entered the Russian State and on the further development of peoples within a single state. The attention was actually focused on the entering of a territory, not of peoples. Moreover, histories of peoples before they entered the Russian State were discussed superficially, as a preparatory stage for entering the state, without regarding the uniqueness of these histories or their significance for world history. The main thing was that such a perspective of history was claimed to be the only one and the best way of historical development.

From the end of the 1980s to the beginning of the 1990s, teaching histories of the peoples of the former Russia-USSR had experienced an opposite swing. Russia was viewed as a coloniser, aggressor and oppressor, and the Russian people as a bearer of imperial messianism. It was the history of “losses” suffered by one or another people, or the history of lost opportunities, an interrupted flight which ended by slipping down to a precipice. That history performed a certain political and ideological order and served as a tool for manipulating the mass consciousness.

Today the legacy of these approaches impeded the valuable match of regional and federal histories, as well as that of regional and world histories. A new generation of federal textbooks, which could find a way of including regional history, had not yet appeared. As a rule, they were written by prioritising factors related to politics, social economics and external policy; while regional textbooks contained materials reflecting the ethnic and confessional specific of the region. Objectively, it was hard to combine the two approaches that were so different.

The most negative impact on a balanced teaching of regional, federal and world history was caused by the legacy of the formation approach which had recently dominated history teaching and was focused on the amount of information presented to pupils.

The problem of the quality of history teaching called for mastering various approaches as well as pedagogical and information technologies. For our colleagues from the Chechen Republic it is crucial to start moving away from the stiffness of the class-formation approach.

The class-formation approach was aimed at searching and finding oppositions, their countervailing and contradictions, mainly, those of the class character. This considerably impoverished history, because there could only be two oppositions, and the rest of social and cultural diversity was ignored.

The emphasis on contradictions forms a confrontational type of personality. Those who taught and studied history with such an attitude became uninterested in the stories of cooperation, mechanisms of peaceful communal life, periods of quiet and placid life without confrontation.

For people with a confrontational consciousness history means primarily struggle, where an image of an enemy was always present, as well as constant alert and fear, linked with heroic resistance to the foes. They did not see integrating principles in the lives of communities, thinking it almost treason against their ancestors to see it.

It did not have to do with how much real history was actually being imbued with hatred and opposition. It was about people's minds, who see in history confrontation – no matter which sort – class, ethnic, confessional or other. Such people are, as a rule, agitated, nervous, very quick to take offence when it came to something they considered a historical injustice. They listen to and can hear only their own opinion and for them regional and national identities of a person were irreconcilable.

Confrontational approach towards history was the chief factor which prevented regional, federal and world history from being combined. It concerned both those who specialised in federal as well as regional history.

One of the most efficient approaches towards teaching history at school is the ***identification approach***. Identification is the process of a person identifying with another person or a social group, which implied an answer to the question “who are we?” This is the essence of the approach.

In the process of teaching history a teacher should lead students through all the main forms of identity which humankind had developed:

- ancestral and tribal
- gender-specific
- local and regional
- class and corporative
- ethno-cultural
- confessional-cultural
- national and public
- personal
- socio-professional
- civil and legal
- ideological
- civilisation and cultural
- humanitarian (planetary).

This means representing history on global, federal and regional levels not only as a sequence of individual events, but primarily as the broadening of peoples' identities. History itself called for this broadening and, therefore, for the unity of efforts of more and more people, as the challenges which people faced grew more and more complex. This was probably one of the meanings of history. Today humankind faced the task of preventing global catastrophes – ecological, humanitarian and others – which required the ability to unite in order to succeed.

In the courses on prehistory and ancient history the first five forms of identity were being studied, including the ethno-cultural; history of the Middle Ages placed emphasis on the studying of the religious form of identity. These forms of identity dominated and integrated people in a traditional society.

In the courses on modern history the focus was mainly on national, personal, socio-professional, civil and ideological forms of identity. These were the forms which united people in a developing society. The peculiarities of the modern world helped people to realise their cultural and humanitarian forms of identity.

Students would be able to feel that they are representatives of a given identity, realising its benefits in comparison to the previous ones. Thus, we could bring to life the personal-oriented history teaching. Moreover, historical limitations of each form of identity, the human aspiration in any historical environment transcending the boundaries of the accepted identity form, should be shown.

For example, the transition from nomadic to a settled way of life led to close relatives and neighbours settling together and ceasing to be enemies. People worked out new traditions, spoke dialects of the same language, participated in common festivals and came to feel part of an ethnic community which was in contact and conflict with other ethnic communities.

It is important to teach children how to eliminate contradictions between the different forms of identity. For example, it is vital to teach them to understand that people of religious consciousness have much more in common than it might seem at first sight. They are united by monotheism, urged towards reforming the existing world on more just terms. They all had their canons – written rules of behaviour, their prophets, by whom God's laws become known to the believers. Of course, it is crucial to inform students that there had practically never been an open enmity between Orthodox Christians and Muslims on religious grounds.

World history could be presented as a series of events, significant for all humankind, the eco-planetary revolutions – anthropological, Neolithic, Iron Age revolution, industrial and information revolutions. All people, living today had in many ways experienced the consequences of these events and had reacted to them differently.

There are examples of successful experimenting in combining regional, federal and world history. The speaker singled out the series of regional textbooks on the history of Adygheya. The authors had attempted to attain a consistent combination of regional, federal and world history. Also great attention had been paid to help students find a consistent formula of their own identity.

The history of Adygheya in antiquity was studied as history of Adyghei tribal unities in a large geographic, historical and cultural context: as a part of the history of the Northern Caucasus, the Caucasus as a whole, Asia Minor, ancient Middle East, Great Steppe, Greece of Homeric, Archaic and Classical period, Hellenistic states.

The history of the Middle Ages in the North-West Caucasus was presented as a history of wide contacts and conflicts of cultural and religious worlds – Christianity and Islam, and also their interaction with the nomadic world of the Great Steppe. The topic of relations with Byzantium was raised and special attention was paid to relations with Russia. The textbook placed an emphasis on the common historical destiny of many peoples.

The complex events of the early and mid-nineteenth Century were given in the wider context of international relations of that time. The period of the Caucasian war was viewed traditionally for the peoples of North Caucasus as a colonial conquest, but the textbook drew distinctions between the policy of Tsarism and its reflection in Russian public opinion, which sympathised with the indigenous people and their resistance. The textbook also contained a section devoted to the culture and way of life of the Russian and the Ukrainian population of North-West Caucasus, who were bound to the aboriginal population by historic destiny, and also to the activity of Russian intellectuals and the Decembrists in the Caucasus.

What problems in combining regional, federal and world levels of the understanding of history should be focused on by history educators of Chechen Republic?

A scientific practical conference should be organised entitled: “Historical and Cultural Legacy of the Region: local, regional, national, European and global dimensions”, which would involve the participation of the leading scholars in the field. It was also appreciated that “round tables” be arranged as part of professional training for the participants devoted to the following topics: “History as a mirror of ethnocentrism”; “How to build up a consistent formula of one’s own identity?”; “What should be done to that part of spiritual legacy which does not fit into modern realities, but is crucial for self-identification?”; “How can different ethno-confessional groups form a common overall Russian national and civil identity?”

It was advisable to analyse the possibilities of preparation and publication of a textbook where local, regional, national and world history would be combined and also a balance respected between political, social, cultural history and history of everyday life; in other words, to consider the selection of sources and materials.

It was also worthwhile to search for efficient mechanisms of bringing together the positions contained in textbooks of neighbouring regions; to draft a series of inter-regional didactic materials and handbooks for teachers and students of culture and history of the macro-region, where a common cultural nucleus would be positioned as a basis for good neighbourly relations; to create sets of electronic education resources, work out didactic materials on history of social, economic, cultural and everyday interaction, migration, inter-ethnic marriages, a female role, national and religious minorities, mutual understanding on a family level, norms and values of peaceful coexistence of the peoples in the region and the state as a whole.

5. “The image of the “Other” through teaching regional, national and world history: an approach of in-service teacher training”, by Professor Olga STRELOVA, Far Eastern State University of Humanities, Department of World History

The issue of content and methods when studying regional history courses in a multicultural state had already been touched upon more than once during the seminars of the Council of Europe and the Ministry of Education of the Russian Federation. Moreover, the question of a balance between regional, national and world history in the content of school history teaching had been frequently discussed at meetings of this level.

The new view on the issue of “a balance between histories” through the prism of “one’s own and the others” could multiply the difficulties in solving the problem rather than supplying us with reliable and “right” answers.

The question of a balance between “different” histories is still topical and implies no straightforward solutions. What does regional, national and world history mean for a school student in the Russian Federation attending history classes?

- “The history of my small Motherland” is the answer during lessons on local history.
- “The history of a big Motherland” is what one could say of a course on the history of the Russian Federation.
- “The history of other countries and nations” is their definition of the world history course, because it represents history of foreign countries, and “not ours”.

The authors of some textbooks stressed “the one’s own” and “the other’s” in the names of their courses. “Europe and the other world”, “Modern history of foreign countries”. The title of the integrated course “Russia and the world” also oriented students towards the two flows in understanding and two images of the past.

The space of historical education in its local aspect is the space directly identified by a child with “my small motherland”, which is actually perceived by him/her, related to him/her through ties of family and friendship, facts of personal biography, personified in the names of the relatives, neighbours, alive and multifaceted due to everyday communication with countrymen, excursions through local places of interest, local mass media, actualised by the life “here and now” and, probably, by the future. The identification and self-identification of a child might be as informal and manifold in the space of local past and present.

Self-identification in the historical and cultural space of the “small motherland” is also constructed on the basis of differences of gender, age, social and confessional environment, etc.

The demarcation of this space and ways of personal identification within national history could be hindered by:

- different proportions of ethno-cultural and national (federal) components in the contents of general education in some regions;
- interpretations of the definition “national history”;
- the changing of state boundaries, memorised by people in such terms as “republics of the former USSR”, “post-Soviet space”.

On the mega-level the space of world history could embrace the whole Earth or the territories, uniting neighbouring states by common geographical, social and political criteria. In this space a person perhaps feels his/her national identity more keenly, seeing him/herself as an ambassador of one’s country/state/people. However, perhaps, some pages of world history would intensify a student’s feeling of belonging to his/her own ethnic group, while others would bring him/her back to feeling a part of humankind, or cause this feeling for the first time.

The notion of “the other” initially implied only the idea of dissimilitude with “me” and “mine”.

The Other in our life had not suddenly appeared but long before now. It had not been hiding from us in a dark place. People and their groups, differing from “the one’s own” in features which were considered important for identification in a certain situation could be “the other” on each level of historic and cultural development.

In local aspects of history people from neighbouring villages/towns, migrants, representatives of various minorities, those who differed from the majority by their behaviour, way of life, etc. (people of a *foreign* city, belief, tribe) constituted typical “others”.

In regional (ethno-regional) aspects of history “the other” could be incarnated by migrants from other regions of a country, and from abroad, representatives of “non-resident” population, of non-traditional (for the given region) confession and culture (*foreigners*, different language speakers, etc.).

In national history these are, first of all, *foreigners, dissidents, dissenters*.

In a global context these are *aliens* (beings who might live on other planets) and all those whose differences were employed by some interpretation of world history.

Thus, in an image of “the Other” at all levels of studying historical past, all criteria of differences are found in action: inhabited space, belief, ethnicity, way of thinking and behaving.

The sequence “the other – an alien – an enemy” in reality emerged far more often than the sequence “the other – a friend”.

The results of the actualisation of an “enemy image” are obvious, that is why in pedagogical studies and, particularly, in didactics of history teaching, the following questions were topical:

- What are the means, methods and technologies which can present “the other” as a friend or an enemy during history classes and on pages of didactic texts?
- Who appears to be a friend or an enemy in school courses of regional, national and world history?

There was a special language – *the hate speech*, i.e. various forms of expressing (by words, intonation, gestures, etc.) xenophobic views, offense, humiliation, threat and also instigation of violence or discrimination towards certain people or groups. With the help of specially chosen words “the one’s own” could be represented in a more advantageous way, while “the other”, on the contrary, could be slandered and demonised.

A negative attitude towards “the other” could appear just when reading a text. Regardless of the history in question (regional or national), the point is how to look deserving and worthy at the expense of the *abasement* of “the other”.

Fostering a respectful attitude towards “the one’s own” people, country and its history without humiliating “the other” could be achieved through empathetic tasks which could be rarely found on the pages of regional history textbooks.

These tasks do not only considerably expand students’ views of the historical and cultural legacy of their own locality/country/region, but also underline its contribution to the development of “the others”, concretise the notion of “intercultural cooperation”, show the sources of the uniqueness and originality of “the one’s own”, foster interest in the study of “the others”, broaden the knowledge and enrich the lives of modern school students.

The multiperspective approach towards learning about the past is undoubtedly essential in history teaching. Authors tried to include authentic sources into textbooks thereby making books more interesting, the author’s ideas more convincing, the colours of the historical period more vivid, etc. However, without purposeful work with the sources the result could be the opposite to what one had intended. It is necessary to include special questions and tasks to the sources, which would show the perspectives (points of view, different positions), used by the authors of the sources and modern scholars.

The contents of pedagogical education of university students and in-service training courses for teachers should include special courses and seminars, such as “History as image of “the one’s own” and “the other””; “History teaching in a multi-cultural

Russian Federation”; “History as a means of intercultural communication”; “Reading and interpretation”, etc. The programme of the first course already exists and is being taught in the Far Eastern State University of Humanities. Such courses could probably be found in other history departments of various institutes throughout the regions of the Russian Federation. It is evident that the time had come to bring this sporadic work onto a more regular level and, furthermore, to make it the methodological basis for initial training of history teachers.

III. SUMMARY OF THE WORKING GROUPS SESSIONS AND ROUND TABLE DISCUSSIONS

Working Group 1 on “How to respect a balance in teaching regional, national and world history”.

Animators:

Dr Irina MISHINA, Associated Professor, Academy of Qualification Raising and In-service Teacher Training of the Russian Federation, Moscow

Mr John HAMER, Education Consultant, United Kingdom

Questions for discussion

1. What does it mean to respect a balance in teaching regional, national, and world history in present-day schools?
2. What are the advantages of a balanced approach to teaching history?
3. How could balanced history teaching help young people understand their national and regional identities?

Subgroup 1

What does it mean to respect a balance in teaching regional, national, and world history in present-day schools?

- (a) Bring up concrete examples of using textbooks and teaching materials for a history lesson preparation. Use your own or your colleagues’ experience to present successful examples of balanced teaching of regional, national and world history.
- (b) Formulate several topics of lectures or teacher training seminars which would contain the issue of a balance in teaching regional, national and world history.
- (c) How do you view teaching of the following school topics: “Russian-Turkish Wars of the 17th to 19th Centuries”, “The Caucasian War of the 19th Century”, “Agricultural Industrialisation and Collectivisation in the Northern Caucasus in the 1930s”, “Events in the Chechen Republic in the 1990s” (one or two topics to your choice).

Results of the discussions in Subgroup 1

In our history teaching experience we face the necessity of balanced teaching of regional, national and world history. For example, when teaching the history of totalitarianism in the USSR, our goal is to set up correspondences in view of the problem of human rights violation:

- in regional history – deportation
- in national history – collectivisation and repressions
- in world history – human rights violations

When preparing for a lesson we use different literature (textbooks), lesson syllabus, teaching resources (archive documents). If possible, we invite eye-witnesses of the events.

A lesson could be taught in some innovative form (e.g. as a game or such like), the students could be divided into three working groups: the 1st group reviews world history; 2nd group – national; 3rd group – regional.

On the basis of the information received pupils are supposed to present their understanding of the problem, the essence of totalitarianism, to bring historical facts and their consequences on the history of the region, country and world. The teacher facilitates pupils' open expression of their opinions and interpretations of the topic. In conclusion, it is important to present the similarities and discrepancies in the pupils' opinions on the topic. It is important to underline that the lesson contributes to developing the sense of personal and world identity.

Development of cross-ethnic and cultural relations. The problem of respecting human rights on the territories of ethnic clashes.

“Events in the 1990s in the Chechen Republic”:

- national history: separatism, disintegration of the USSR, the split of society;
- regional history: the split of society;
- world history-terrorism.

“Russian-Turkish Wars of the 18th-19th Centuries”:

- world history: clash of interests of European states;
- national history: the interests of Russia in the Caucasus;
- regional history: uprising led by Aldanov; dubious attitude of Chechen people to the Russian-Turkish war.

Subgroup 2

What are the advantages of a balanced approach to teaching history?

- (a) Imagine you are suggested to reveal academic, personal and social-professional advantages for teachers and pupils which they could get through balanced teaching history compared to one-sided teaching. Which of them would you highlight?

Advantages	Teachers	Pupils
Academic		
Personal		
Social-professional		

- (b) Your suggestions for organisation of research and project activities of pupils so that it would result into a balanced history teaching on local, regional, national, and world scale?
- (c) Analyse the reasons for which some part of history teachers underestimate the importance of a balanced history teaching. What professional competences might be lost by a teacher who is not aimed at a balanced history teaching?

Results of the discussions in Subgroup 2

Advantages	Teachers	Pupils
Curriculum	The right to choose with regard to changing historical realities (globalisation of thinking) from the fragmental historical picture of the universe to the unified picture of the universe.	Opportunity to receive various information.
Personal level	Teacher puts the goal which unites people “We are able to the extent we know”, creative work approach, striving for using innovations and new technologies.	Development of creativity, critical thinking, learning other culture and receiving other experience; learning tolerance, understanding, empathy.

Advantages	Teachers	Pupils
Social-professional level	Opportunity for professional growth, participation in competitions, grants, opportunity to unveil one's potentials in conditions of modernisation.	Assistance in development of one's professional potential, facilitation in socialisation, considerations about future profession.

The research activities include local information gathering by approaching different sides of a conflict.

My family in the context of the events	My people	My country	The world
--	-----------	------------	-----------

Goal: what can an ordinary person contribute to change the world for better? A person feels oneself pertaining to all histories simultaneously. The strive for becoming a citizen through one's individuality. Possibility of identity.

- Myself-my family-my home
- Myself-my republic
- Myself-my country
- Myself-the Earth
- Myself-the Earthman (at the Galaxy scale)

Subgroup 3

How can a balanced history teaching promote developing civic identity along with keeping pupils' regional identity?

- (a) Imagine you are to prepare a lesson on "Constitutional rights, freedoms and duties of Russian Federation citizens" as a graduate attestation teaching activity. Share your suggestions on preparation of such a lesson, so that the lesson would help pupils to acquire a sense of civic identity and keep their local-regional as well as ethnic and religious identities.
- (b) What do you think should be changed in history teaching on the federal and regional levels, so that it would facilitate developing civic and local-regional identities of students? You can present your suggestions in the table:

Changes on the federal level	Changes on the regional level

- (c) What would you recommend to representatives of Chechen communities living outside of the Chechen Republic (pupils and their parents) to facilitate their integration to the Russian Federation civil society?

Results of the discussions in Subgroup 3

Development of a model lesson on “Constitutional rights, freedoms and duties of Russian Federation citizens”.

Goal: to secure the knowledge from previous lessons. To encourage civic values.

1. To exhibit a posture containing definitions of a legal state.
2. Postures:
 - a) political rights
 - b) civic rights
 - c) economic rights
3. Three groups are formed; each of them defines the above-mentioned rights. Each group presents the results of their discussion; other groups participate adding to the presentation.
4. Are these rights violated in the Russian Federation? In Western countries? In the Chechen Republic?
5. Can you bring examples of upholding human and civic rights from the experience of your family, your village, your district (region)?
6. In your opinion, what is to be done to guarantee respecting human rights in our country?

Necessary changes in history teaching which are to be introduced on the federal and regional levels.

FEDERAL	REGIONAL
<ol style="list-style-type: none"> 1. Federal textbooks should reflect the role of peoples of Russia and their joint efforts in protecting the country from external aggressors. 2. More active exposure of cultural interactions between the peoples of the Russian Federation. 3. Not allow materials humiliating national minorities. 4. To introduce positive characteristics of Chechen people, but not to create negative stereotypes. 	<ol style="list-style-type: none"> 1. To present our region as a part of the large Motherland; the region has long-standing historical traditional ties of friendship with neighbouring peoples. 2. To present the histories of lives of prominent people of the region who influenced political, economic, and cultural life of Russia. 3. To facilitate learning about the history and traditions of different ethnic groups by their representatives (pupils) living in different regions of Russia. 4. To look more closely at the experiences of ordinary people from different ethnic groups.

Working Group 2 on “The use of multiperspectivity in teaching regional, national and world history”.

Animators:

Professor Olga STRELOVA, Department of World History, Far Eastern State University of Humanities, Khabarovsk

Ms Luisa DE BIVAR BLACK, Education Consultant, Portugal

Questions for discussion

1. How multiperspectivity can help in respecting a balanced history teaching in schools?
2. How to reflect the “Other” and “Oneself” in teaching regional, national and world history in schools?
3. What pedagogical techniques and approaches might contribute to respecting a balance in history teaching in present-day schools?

Results of the discussions

The working group participants viewed methodological approaches in history teaching as the most important means to accomplish the tasks of present-day history teaching. The discussion was based on presentations by Professor Olga STRELOVA and Ms Luisa DE BIVAR BLACK. The major point of discussion was the essence of a multiperspective approach.

Working interactively, the group participants defined a multiperspective approach as a multitude of historical views, as a process, as an ability to see a multitude. The group defined that only a skilful professional teacher possessing methodological

knowledge and pedagogical skills, tolerant and understanding the needs of pupils, is able to put a multiperspective approach into practice.

How can a multiperspective approach facilitate the work of a history teacher? Ms De Bivar Black noted that a multiperspective approach gives an opportunity to view a historical event by using the “comparative eye”, to teach pupils how to interpret different historical facts; it provides a feedback (What does a pupil think about it?” “What does he/she feel about it?”); the approach implies tasks on evaluation of usefulness and reliability of information sources. Pupils learn that each opinion must be respected, but at the same time, each opinion might be argued.

Sources attribution plays a very important role, and one of the techniques of attribution is description of a visual source. It is important to offer tasks pertaining to the major goal of a lesson. Sources facilitate in forming semantic fields, giving opportunity to focus on the most important issues of a lesson; it gives an opportunity to present a dialogue approach to problem solving through a real dialogue between a teacher and a pupil.

Practical work on the use of a multiperspective approach in organisation of studying the topic of “Dropping Atomic Bombs on Japan” was very interesting.

Having studied the offered sources, the groups asked the following question:

Questions asked by Group 1:

- Was the atomic attack necessary?
- What defined the decision of the USA President”?”
- Where there any other opportunities to finalise World War II?
- What decision could have been taken by you?

Questions asked by Group 2:

- Was Japan ready to continue the war?
- Was there an opportunity to have peaceful negotiations?
- Did the USA use this opportunity? Why?
- What were the official explanations by the USA?
- Define the global consequences of the atomic attack.

The discussion in the form of a dialogue led the participants to the conclusion that such form of conflict resolution must not be applied. This is important for existence of the civilisation.

Round Table with all the participants to evaluate the results of the seminar

Chair: Dr Irina MISHINA, Associated Professor, Academy of Qualification Raising and In-service Teacher Training of the Russian Federation, Moscow.

During the seminar the participants took a closer look at the history teaching where regional, federal and world contexts are combined, by watching a video of the lesson. It was a lesson taught by Ms Irina NADELYAEVA, a school history and civics teacher from Stanitsa Rogovskaya, Timashevski District, Krasnodar Region. She won the competition for the best school lesson, run by the Foundation and Museum of Andrei Sakharov. By the results of the competition and her previous teaching experience Ms Nadelyaeva received a 100 thousand rubles award from the Education National Project. The topic of the lesson was “Collectivisation in Kuban Region”. It is the history of people whose descendants now live in Yuzhny Federalny Okrug (*Southern Federal Area*) and share the common historical destiny with the peoples of the Northern Caucasus. The seminar participants commented that several levels of history comprehension intertwine closely in the lesson:

- European level (the lesson dominating idea: a commitment to the promotion of human rights and students’ legal awareness);
- federal level (collectivisation as an integral part of the history of the USSR);
- local level (collectivisation in Lugovskaya Stanitsa (village));
- family level (the material of the lesson was built to a large extent on the students’ research on their family histories).

Teachers from the Chechen Republic, participating in the Round Table discussion, stated that they have learnt a lot at the seminar plenary sessions and working group discussions. In recent years they have not had an opportunity to follow in full the changes taking place in the development of the school history teaching, to use new methodological approaches, and to obtain necessary information.

Some participants expressed their concern about the fact that the school history curriculum is overloaded by information in content and this does not correspond to the amount of teaching hours foreseen. Teachers trying to follow the content of the curriculum have to limit the activities to the “knowledge approach”. In the teachers’ opinion, existing textbooks do not provide sufficient materials for application of new pedagogical technologies.

Professor STRELOVA underlined that the school history curriculum is just a guidance for direction and the work amount, it was tentative for a teacher; the programmes are variable and could be tailored to different levels of students’ cognitive abilities. Textbooks are also variable and the texts are not supposed to be learnt by heart, they provide information for organisation of school students’ learning activities.

Mr John HAMER commented that the problem of inadequate volume of history teaching hours was vital not only for teachers in the Russian Federation. The amount of history teaching hours had been decreasing in the United Kingdom, and it is hard to predict the consequences of this decrease. That is why it is very important to use effectively the amount of hours built in the curriculum. Students should be taught to formulate and express their opinions, to bring fourth their arguments and contra-arguments. It is also very important to have a possibility to use variable textbooks. In the United Kingdom, a school might use 2-3 different history textbooks, and this should be regarded as a history teaching strength, because history assumes a study of people's life, inevitably involving some subjectivity. Availability of variable textbooks is essential for history teaching.

Continuing the discussion, Ms Tatiana MINKINA-MILKO noted that every school should take the responsibility for its textbooks choice; multiperspectivity of history teaching implied the use of many varied textbooks.

The teachers participating in the seminar focused on some federal textbooks (dating from the 1990's to the beginning of 2000) containing tactless wording about the Chechen people; they expressed their common opinion that national history textbooks should focus on something that unites people but does not disconnect them; textbooks should present constructive ways of problems solving.

Ms DE BIVAR BLACK pointed out that history teachers in different countries often thought that history was the most important part of students' life. However, this was not always true. Students were not always interested in the distant past. They are intimidated by constantly growing amount of historic material. A teacher is tempted to teach students more and more, but we should resist this temptation. We need to teach students how to work with different sources of information and always be aware of how our information is accepted in a classroom.

The teachers further discussed the priority skills and abilities of school students, the ways of fostering the most important competences, how to teach students to confront different points of views and interpret facts, to comprehend the information critically; it is important that the knowledge received could assist in interpreting the myths and realities of modern history of Chechnya.

Mr HAMER noted that we paid too much attention to the content of teaching, while a teacher should equally address the development of intellectual abilities of pupils. History was often used for different political manipulations, so it is necessary to use the extensive content of historical education to facilitate pupils' critical thinking which might allow their tolerant, realistic and adequate comprehension of the society they live in.

IV. RESULTS AND RECOMMENDATIONS OF THE SEMINAR

Summing up the results of the seminar, the participants unanimously stated that history plays one of the most important roles in fostering a person's moral values. History should be taught in a delicate and tactful manner to avoid rejection of the knowledge offered. A teacher should motivate pupils to study historical facts and processes thoroughly, and teach how to evaluate them. Only pupils who had acquired moral values during the process of studying the historical material would be able to distinguish the good from the bad. A multiperspective approach might help in interpreting the most complex historical events and processes.

It is necessary to teach understanding of historical truth. Ideal truth does not exist in reality. Pupils should not be encouraged to seek it. By presenting historical truth as an opinion based on many other opinions we teach pupils to explore the diversity of the world through the ambiguity of perceptions and attitudes of different generations. "It is not possible to 'cancel' the factual side of the past, but its semantic, expressive, 'speaking' side can be changed, because it is never completed, and it never agrees with itself: it is free." (M. M. Bakhtin)

Sensitive and controversial issues often touched pupils' life, their parents and relatives. It is not worth needlessly touching pupils' emotions, it should be kept in mind, especially when teaching local and regional history. Correlation of the reminiscence and opinions of close generations about the same events shows that 'fathers' and 'children' learn and evaluate them differently. For one generation the past events are a part of their biography, for the other it is already history. Taking this into account, a school teacher should not create any confrontation between generations as well as neighbours when teaching history.

Respecting a balance in teaching world, national and regional history is essential for school history teaching. A multiethnic society brought to life new requirements for history teachers: they should facilitate their pupils' analyses of the ways they comprehended historical past and present, to teach them to define their positions, and to resist ethnocentrism and racism.

Suggestions for practical implementation of the ideas discussed at the seminar in the Chechen Republic included:

- organisation of seminars in different districts of the Republic to introduce a multiperspective approach to practicing teachers;
- publication of the Seminar materials in the Republican newspaper "Vesti Respubliki";
- the Ministry of Education of Chechnya organising in-service training seminars on "Respecting a balance in teaching world, national and regional history";

- through efforts of the teachers who had participated in the Council of Europe seminars, and with the assistance of the Academy of Qualification Raising and In-service Teacher Training of the Russian Federation, republican and federal experimental school sites should be organised;
- organisation of a conference on “New approaches to history teaching in the Chechen Republic”;
- establishing a creative working team including the seminar participants to promote innovative processes in history teaching;
- continuing activities of the multinational “House of Friendship”, Mozdok, within the project “The Terek – the river of friendship”;
- organisation of a conference for pupils to discuss the issues of “peoples’ diplomacy”.

History teaching based on the “cooperative pedagogy”, when a teacher and pupils equally participate in a multiperspective educational dialogue, enhanced dramatically the effectiveness of teaching. Multiperspectivity is essential for a teacher acting in the present-day educational field. A multiperspective approach allows the historical events to be looked at in all their diversity, to effectively implement a balanced teaching of world, national and regional history; it also gives students a long-term perspective for living in the world by respecting on-going dialogue, mutual understanding, and an ability to find constructive responses to the global challenges.

In her summing up, Ms Tatiana MINKINA-MILKO, Council of Europe, drew the attention of the seminar participants to the importance of providing a “chain reaction”; participants were encouraged to share the approaches and principles adopted through joint discussions with the teaching communities of the region.

Teachers should be aware of their important reformation role and civil mission and should also comprehend the large responsibility of the civil society for everything taking place on a regional, national and world level.

The Council of Europe would continue its programmes of cooperation with the Russian Federation, including those aimed at further history teaching development in the Chechen Republic. These projects were supported by the Ministry of Education and Science of the Russian Federation, and the Ministry of Education and Science of the Republic of Chechnya.

The Council of Europe would continue inviting delegations from the Chechen Republic to all regional seminars organised in the Russian Federation.

The Council of Europe would continue preparation and publication of teaching materials and resources to promote further development of history school teaching.

On behalf of the Council of Europe, Ms Tatiana MINKINA-MILKO thanked the seminar participants for their fruitful cooperation.

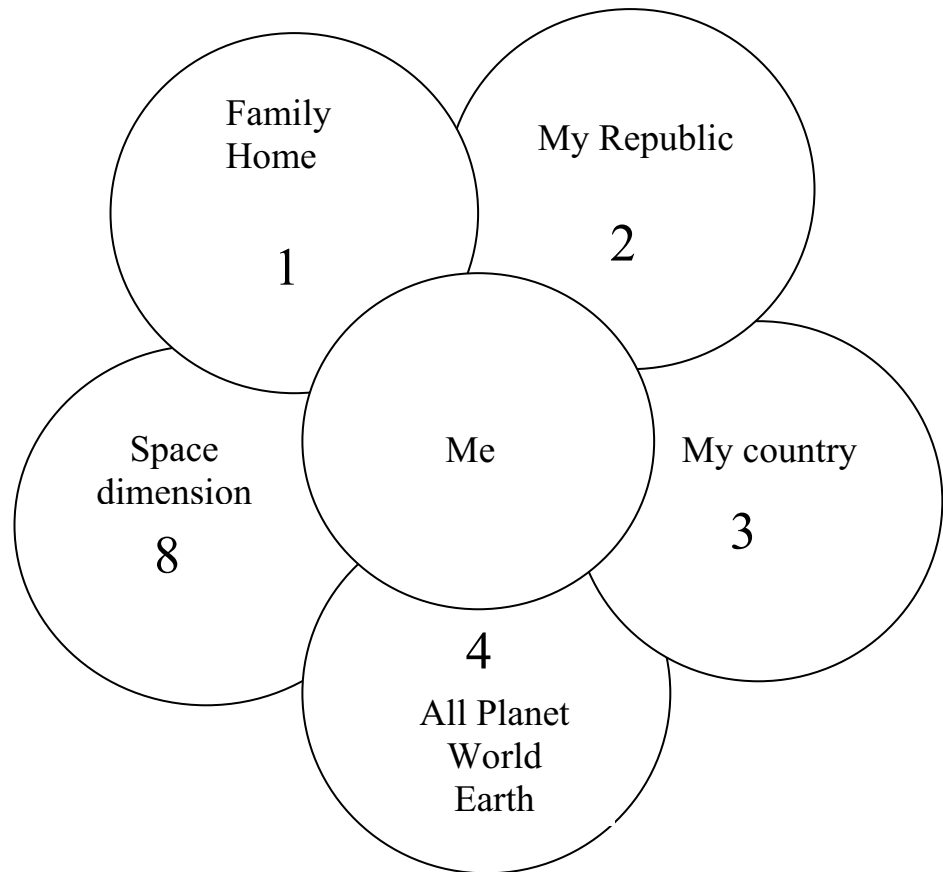
History teachers from the Chechen Republic still face a serious amount of work, and the Head of the delegation was asked to provide feedback on the results of their work to the Council of Europe.

Mr Hussein DEMYEV, the Head of the Chechen Republic delegation, Grozny, expressed the common opinion that the topic of the seminar was very timely and important for all the participants.

The history of Chechnya over the last centuries had been full of clashes and conflicts. This history had not yet been objectively comprehended and interpreted. Much needed be done to teach people not to repeat the mistakes of the past. A multiperspective approach could be applied to study the events of the recent history of Chechnya. The Ministry of Education and Science of the Republic of Chechnya would promote the constant process of acquiring new methodological approaches and teaching techniques by history teachers.

Members of the delegation from the Chechen Republic expressed their gratitude to the Council of Europe, to Ministry of Education and Science of the Russian Federation, and to the Russian and European experts.

The participants of the seminar pointed out that the seminar had been successful and fruitful thanks to the considerable preparatory work provided by the Council of Europe and the Ministry of Education and Science of the Russian Federation; the organisational activities of the Academy of Qualification Raising and In-service Teacher Training of the Russian Federation; the high quality of the plenary presentations, professional interpreting; and lively working group discussions.



APPENDIX I

PROGRAMME OF THE SEMINAR

Sunday, 5 November 2006

Arrival of the participants

Monday, 6 November 2006

9.30 - 10.00 Registration of the participants

10.00 - 11.30 **Plenary session**

Chair: Ms Larisa EFREMOVA, Deputy Head of the Department of International Relations, Ministry of Education and Science of the Russian Federation.

Opening of the Seminar by:

Ms Larisa EFREMOVA, Deputy Head of the Department of International Relations, Ministry of Education and Science of the Russian Federation;

Ms Tatiana MINKINA-MILKO, Administrator responsible for bi-lateral and regional cooperation programmes in history teaching, Council of Europe;

Mr. HUSSEIN DEMIEV, Assistant Minister, Ministry of Education and Science of the Republic of Chechnya;

Ms Irina SAVENKOVA, Head of International Department, Academy of Qualification Raising and In-service Teacher Training of the Russian Federation;

A presentation on “What does balanced teaching in present-day schools mean? An overview of a psychologist”, by Professor Ludmila KUZNETSOVA, Head of the Department, Department of Specialised Psychology, Moscow City Pedagogical University.

11.30 - 12.00 **Break**

12.00 - 13.30

Plenary session

Chair: Ms Tatiana MINKINA-MILKO, Administrator responsible for bi-lateral and regional cooperation programmes in history teaching, Council of Europe

Presentations:

“How to “respect a balance in teaching regional, national and world history: an example of the United Kingdom” by Mr John HAMER, Education Consultant, United Kingdom.

“How to respect a balance in teaching regional, national and world history: an example of Portugal” by Ms Luisa DE BIVAR BLACK, Education Consultant, Portugal.

13.30 - 14.30

Lunch

14.30 - 16.00

Plenary session

Chair: Ms Tatiana MINKINA-MILKO, Administrator responsible for bi-lateral and regional cooperation programmes in history teaching, Council of Europe

Presentation on “New approaches in teaching history which can help to achieve a balance in teaching regional, national and world history”, Dr Irina MISHINA, Associate Professor, Department of History, Social-Political Education and Law, Academy of Qualification Raising and In-service Teacher Training of the Russian Federation, Moscow.

Presentation on “The image of the “Other” through teaching regional, national and world history: an approach of in-service teacher training”, by Professor Olga STRELOVA, Far Eastern State University of Humanities, Department of World History.

16.00-16.30

Lunch

16.30-17.30

Plenary session

Chair: Ms Tatiana MINKINA-MILKO, Administrator responsible for bi-lateral and regional cooperation programmes in history teaching, Council of Europe

Discussion of the presentations

18.00-20.00

Official dinner

Tuesday, 7 November 2006

9.30- 11.30 **Working Group Session 1 on “How to respect a balance in teaching regional, national and world history”**

11.30-12.00 Break

12.00 - 14.00 **Working Group Session 2 on “The use of multiperspectivity in teaching regional, national and world history”**

14.00-15.00 Lunch

15.00 - 16.30 **Round Table with all the participants to evaluate the results of the seminar**

Chair: Dr Irina MISHINA, Associate Professor, Department of History, Social-Political Education and Law, Academy of Qualification Raising and In-service Teacher Training of the Russian Federation, Moscow

16.30 - 17.00 Brake

17.00-18.00 **Plenary session**

Chair: Ms Larisa EFREMOVA, Deputy Head of the Department of International Relations, Ministry of Education and Science of the Russian Federation Chair.

Presentation by the General Rapporteur of the overall conclusions and recommendations of the Seminar.

Final comments by the participants

Closing speeches of the Seminar by:

Ms Larisa EFREMOVA, Ministry of Education and Science of the Russian Federation;

Ms Tatiana MINKINA-MILKO, Administrator responsible for bilateral and regional cooperation programmes in history teaching, Council of Europe;

Mr Hussein DEMIEV, Assistant Minister, Ministry of Education and Science, the Republic of Chechnya;

Ms Irina SAVENKOVA, Head of International Department,
Academy of Qualification Raising and In-service Teacher
Training of the Russian Federation.

18.30 Dinner

Wednesday, 8 November 2006

Departure of the participants

APPENDIX II

LIST OF PARTICIPANTS

GENERAL RAPPORTEUR

Ms Tatiana AGARKOVA
Director
Centre for Educational Innovations
Petrozavodsk State University
Lenin St. 33
186640 PETROZAVODSK,
Tel: + 7 814 2 71 10 95
Fax +78142711000
E-mail: fpk@psu.karelia.ru

SPEAKERS

Ms Luisa DE BIVAR BLACK
Education Consultant
Att: ERAZAN
Praca da Carreira 32, loja esquerda
2765 S. JOAO DO ESTORIL
Portugal
Fax: +351 21 464 99 00
E-mail: luisablack@mail.telepac.pt

Ms Ludmila KUZNETSOVA
Head of the Department of Specialised Psychology
Moscow City Pedagogical University
Panferov St. 8
117261 MOSCOW
Tel/fax +7 495 1327458
E-mail: lkproect@orc.ru

Ms Irina MISHINA
Associate Professor, Chair of History, Socio-Political Education and Law
Academy of Qualification Raising and In-service Teacher Training
of the Russian Federation
Golovinski Shosse 8 building 2
125212 MOSCOW
Tel. +7 495 452 4875 (extension 117)
Fax +7 495 452 1981
E-mail: mousosh6@mail.ru

Ms Olga STRELOVA
Professor, Department of World History
Far Eastern State University of Humanities
Doctor of Pedagogical Sciences
Karl Marks Str. 68
680030 KHABAROVSK
Tel: + 7 4212 21 82 04
Fax: + 7 4212 21 01 00
E-mail: ostrelova@mail.ru

Mr John HAMER
Education Consultant
The Banks
Bailing Hill
WARNHAM RH12 3RT
West Sussex
United Kingdom
Tel: + 44 1403 265088
Fax: + 44 1403 259988
E-mail: john.hamer@thebanks-warnham.fsnet.co.uk

MOSCOW

Ms Larisa EFREMOVA
Deputy Head of the Department of International Relations
Ministry of Education and Science of the Russian Federation
Tverskaya St. 11
101990 MOSCOW GSP-3
Tel: + 7 495 629 5737
Fax: +7 495 230 2660
E-mail: Efremova-LI@yandex.ru

THE REPUBLIC OF CHECHNYA

Mr Hussein DEMIEV, Head of the Delegation
Assistant Minister
Ministry of Education and Science of the Republic of Chechnya
Pobeda Prospect 5a
364051 GROZNY
Tel. +7 8712 22 24 86

Mr Saidahmet BAGASHEV, Head of the Department of Licencing,
Attestation and Accreditation

Ms Lilia ALAYEVA
Naurskaya Secondary School
Naurski District

Ms Malika ALISKHANOVA
Novosolkushinskaya Secondary School
Naurskii District

Mr Ruslan ZHABRAILOV
Shovkhal-Berdinskaya Secondary School
Nozhai-Yurtovski District

Mr Lema YUSUPOV
Samashkinskaya Secondary School
Achhoi-Martanovski District

Ms Zara MUSAYEVA
Lyceum No. 1
Grozny

Mr Sultan TIMAYEV
Gymnasium No. 10
Grozny

Ms Yelizaveta GORCHKHANOVA
Secondary School No. 5
Urus-Martan

Ms Svetlana BAKAYEVA
Secondary School No. 6
Urus-Martan

Ms Zulai RAKHIMOVA
Secondary School No. 26
Grozny

Ms Aset KATASHEVA
Goragorskaya Secondary School
Nadtechencki District

Ms Lubov SHISHKHANOVA
Lyceum No. 1
Grozny

Mr Zurab GUCHIGOV
Gymnasium No. 5
Urus-Martan

COUNCIL OF EUROPE

Ms Tatiana MINKINA-MILKO
Administrator responsible for bilateral and regional co-operation programmes
History Education Division
Council of Europe
F-67075 STRASBOURG CEDEX
Tel: +33 3 88 41 36 97
Fax: +33 3 88 41 27 50 / 56
E-mail: tatiana.milko@coe.int

Ms Fiona KENNEDY
Administrative Assistant
History Education Division
Council of Europe
F-67075 STRASBOURG CEDEX
Tel: + 33 3 90 21 55 45
Fax: + 33 3 88 41 27 50 / 56
E-mail: fiona.kennedy@coe.int