

International experience of the creation of textbooks in History: experience and possibilities

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New priorities emerged in the system of education in XX century. Today, the personality being able to see and solve problems, study and work with information independently is socially in demand. The answer to this social order must be the creation of the textbooks of the new generation.

Transition from the knowledge-central to the competency-based paradigm in education implies the formation of competences: what pupil are we to have upon the graduation from the school? The modern pupil must have such developed skills as the ability to gain and process the information independently, communicative culture (including verbal), communication and conflict resolution skills, experience of team work. Under the contemporary conditions it is necessary to teach a pupil to think, contrast and compare facts, rationalize opinion, defend one's position [1].

Is it possible to create such conditions on the modern textbooks? Most probably, no. Unfortunately, most of the authors proceed to follow the tendencies of the knowledge-centrist approach in the education: learnt-remembered-retold and forgot. By starting to create the textbooks, it is necessary to take into account the peculiarities of the modern generation of schoolchildren.

Today, all the specialists working with children, note that during last two-three decades the new generations of children appeared. Their development and behavior differs from the old models of children's behavior of previous generations. Specialists call these unusual children "Children Indigo". They have a high IQ, approximately 130. But our common school system considers them as being at the intermediate level because of restlessness and lack of attention to training. And the reason is in that our old system of education and training is unbearably boring for these children. In order to educate and teach them, it is necessary to refuse from the previous system of education, which means to refuse from the previous methods, and certainly, from the old approaches to the compiling of textbooks.

It should be remembered that modern schoolchildren belong to the information generation. Most of them master the computer earlier than they get reading and writing skills. The search for necessary materials in the Internet for our children is not a problem, they are easily well-informed in the global network.

History textbooks for the schools of Kazakhstan may provide the optimal balance between global and national values of education. However, this balance is not found on the theoretical, and, in particular, the methodical level, yet.

Cambridge project, the implementation of which began in the contemporary school of Kazakhstan, is aimed at the competency-based approach in the education. The project requires the introduction of the module "New approaches in teaching and learning" ("Teaching and learning through dialogue", "Teaching how to learn"). Educators in the trainings are taught how to apply the strategies of critical thinking through reading and writing during the classes of interactive learning. Along with the introduction into the educational process of new educational technologies it is essential to produce textbooks that focus on the formation of the students'

competences. In the meantime, it must be noted that the majority of textbooks focus on the traditional lecture method of the presenting the material by the teacher.

Therefore, the essential condition of the transition to the competency-based education is the mastery of contemporary technologies of education, including informative, by the educators. And, not only by educators. Above all, the authors of the textbooks are to be well-acquainted with new pedagogical technologies in order to structure the main material and select the main material which would allow a schoolchild to participate in the group research work, formulate their own position on the issues discussed, use the historical information for its reasoning [2].

In addition, in the textbook the change of the ratio between original text and methodical mechanism should happen. Now, the academic scientists write the textbooks, as a rule, and then make up questions and tasks to these texts.

In the countries of West Europe, on the contrary, it is believed that the authors of the textbooks have to be practicing teachers. In reality, it is expressed that the selection of the basic material is realized by those who know the newest interpretations which are known in the contemporary historical science, but the compiling of the textbook is left for the authors having the experience of the practical work in the system of education and understanding the requests of the participants of the educational process.

Regarding our conditions this principle can be expressed in obligatory inclusion into the writing staff of methodologists (in the west they are called the specialists in the sphere of historical didactics) and experienced teachers. The textbook must

be compiled in close collaboration of the scientist and teacher where the leading role can belong to the teacher. It was he who developed the system of questions and tasks with the help of which it is possible to teach history to the pupil, he designates the methodic value of the source and illustration. In other words, only a teacher can define the conditions which would make the textbook a technological one. I believe that many annoying mistakes are possible to avoid if initially the “scientist-teacher” tandem worked, as the textbook is evaluated, primarily, on how it works in the classroom [3].

In the conditions of transition to the competency-based approach in training the content of questions and tasks to the paragraph must be changed. Problem issues beginning with the words “why”, “what is your opinion” allow a pupil to use the given material in order to explain independently any event or phenomenon. Not to bring the complete truth, but to teach to live. It is important to help children realize that in reality there is no absolute truth, and various points of view might coexist for the same problem. With the help of their show one can demonstrate the collision of different scientific approaches, points of view on this or that position. As a result, a pupil draws conclusions which can be remembered and learned well, become their beliefs.

For the formation of the high-level cognitive skills the questions and tasks for the analysis, synthesis and evaluation are needed.

We should not forget about educational possibilities of the textbook. History bears powerful educational and emotional potential, huge moral energy, which is not realized totally in modern textbooks for the specialized learning. Dry, dispassionately written lines do not allow the learners to perceive material emotionally. But, the history of XX century is the recent past of pupils’ parents, their grandparents, who are also a part of the historical past. Besides, from the

history of XX century the world learned certain lessons. From the fact on how well these lessons would be learned depends the future of the mankind, our future.

At last, a bit about the quality of contemporary history textbooks. I consider the perfect literacy, accuracy of information, thorough multiple check of the original text and quality of the translation is the duty of the authors, in the first place. One can not justify illiterate opuses which are allowed in the textbooks by no excuses in the urgency and haste. The author, first of all, is responsible before the main consumer of knowledge – a Disciple. It is impossible to sow doubt in young souls in one's own competency and consistency being the author, and undermine the authority of the textbook as the information medium.

Preparation of high-quality textbooks is a complex task. A famous academician A.Kolmogorov who experienced the whole difficulty of the matter, compared the publication of the textbook with the construction of the jet plane.

The science of textbook conducting in Kazakhstan is not developed. Therefore, the authors providing that they have time, study this science independently. Thereby, all our authors write their textbooks in their spare time, within the shortest time period. Hence, the quality of written by them academic literature. In our opinion, when it comes to quality of the textbooks in the history of our Motherland, our Republic, there should not be distance of any person from this process. The competitions for the best textbook are to be conducted, and their results should be reported in the press. It is necessary to include working teachers into the writing teams. We believe and hope that there are the people for whom the fate of our history is not indifferent.

The history in the modern school is dedicated to give to each citizen intellectual means to solve those difficult tasks of choice with which one comes across in everyday life. Development of independent thinking becomes socially required. Therefore, the proper response to the challenge of our time should be creation of textbooks and teaching aids of the new level, corresponding to the global tendencies.

List of used literature and sources

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3. A.K. Kusainov, Kachestvo obrazovanija v mire i v Kazahstane. Almaty, 2013. Pp.104-105