

"Education through key-concepts as a way of formation of historical thinking skills"

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The aims and objectives of the research

- * identify and analyze the key factors that enable successful implementation of the learning process using the conceptual teaching method.
- * To familiarize with international resources that will allow more efficient method to introduce the concept of learning

The relevance and practical importance

with the implementation of the idea of key- conceptual learning research is important for a proper understanding of its features.

It is of interest to teachers who involved in the implementation of the key- concept teaching method

research Methods

When writing the work in terms of methodology, the following set of methods used (the comparative analysis, system approach)

We used the development of curricula and resources of foreign school

State of the problem

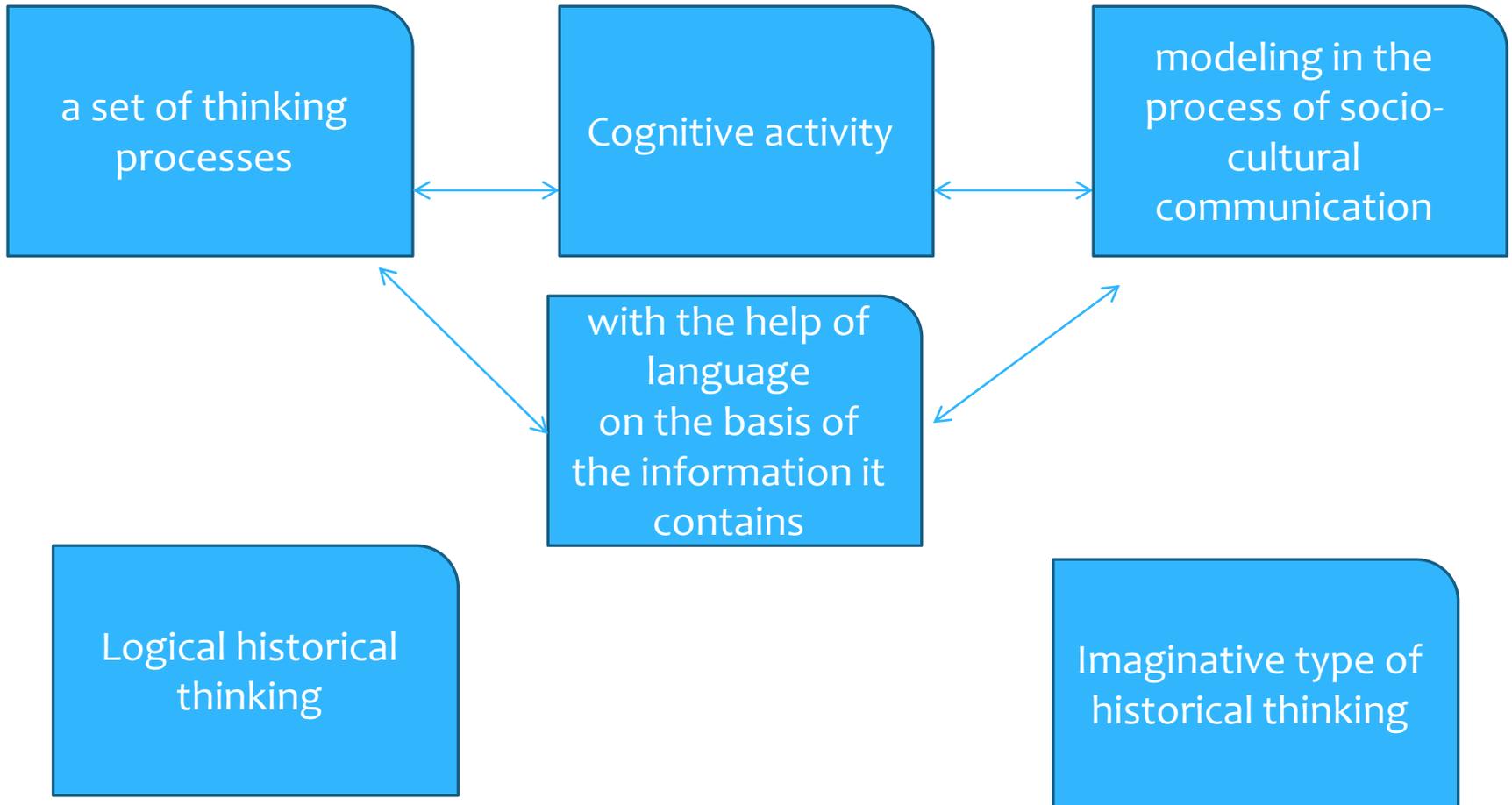
There is a process testing this method of learning in Nazarbayev intellectual schools system

Historical thinking

1) A set of intellectual operations related to language practice and dimensional imagination, aimed at the construction of the historical reality by the researcher

2) The activity of the imagination with the help of which we are trying to fill the inner idea of the specific content through reconstructing the past

Historical thinking



Logic type
includes
intellectual
operations



analysis, synthesis, induction,
deduction, analogy



modeled the essential properties
and relationships of historical
events, which are expressed in
the form of conceptual
judgments and conclusions

Imaginative
historical thinking



based on imagination and
association



modeled historical reality as a totality,
depicted in the form of tropes and concepts

Analytical historical thinking

aimed at a logical decomposition of the historical reality into separate fragments, associated with the production of historical facts

Synthetic historical thinking

aimed at a logical "collecting" the historical reality from its fragments, associated with the production of historical descriptions and theoretical constructs.

Syncretic historical thinking

aimed at the figurative image of historical reality as a whole, it is connected with the production of historical concepts

Conceptual historical thinking

It is aimed at holistic reproduction of historical reality as its images-paintings as a combination of different theoretical constructs or concepts.

1. Subject, serving the ideological needs, suddenly lost its clear understanding of the goals and learning objectives, and at the same time clarity of its purpose.

2. The wrong idea about history as a sequence of some events, dates, where the historical past is considered from the point of view of narrative.

3. History and its teaching, was unfortunately depended on who is in power of the dominant ideology

4. The distortion of historical events (Friedrich Nietzsche, «There are no facts, only interpretations of the facts»)

- * «First challenge is the acceleration mode of history.
- * The course of history has rapidly accelerated. The world is changing at a fascinating pace and it hits with surprise»
Nazarbayev N.A.

There is no doubt that in the era of rapidly developing world and globalization, where information flow is growing rapidly, the volume of acquired knowledge sometimes loses its significance, the most important thing is the ability to extract, critically comprehend, interpret the information, "the ability to formulate and test hypotheses, ability to work in project mode, exercise initiative in making decisions».

A.G. Kasprzhak, O.B. Loginova, K.N. Polivanova

Advantages and disadvantages of the formational approach

- Understanding the history as a natural objective process
- Thorough elaboration of economic mechanisms of development
- Systematization of the historical process
- Presentation of the history of humanity as a single process

- Other factors (cultural, national) uniqueness and originality of individual nations are not taken into consideration
- Partial confirmation of practice
- linearity Violation
- The role of the human factor, human activity relegated to the background

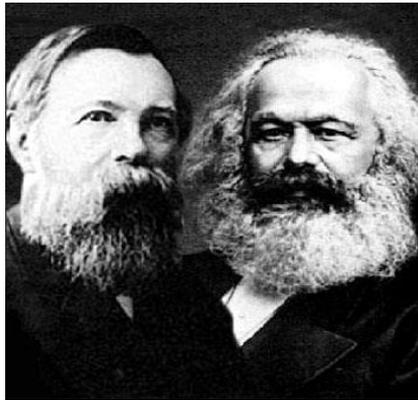
Advantages and disadvantages of the civilizational approach

- Opportunity to deeply scrutinize the history of exact societies in their peculiarity;
- Focusing on the study of values, national peculiarities and mentality
- The human and his activity are in the spotlight

- Inability to look at the World history as a single process
- Inability to study the general laws of the historical process

Approaches to history as internally logical and natural process

Formational



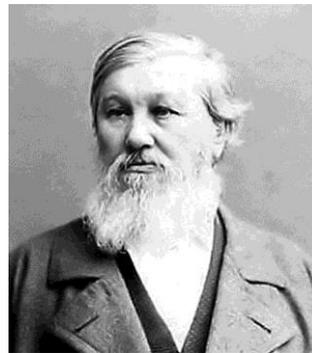
Friedrich
Engels
1820- 1895

Karl Marx
1818- 1883

Civilizational



Arnold Toynbee
1889- 1975



Danilevsky N.Y.
1889- 1975

Culturological



Oswald Spengler
1880- 1936

- * *The scientific picture of the world* - complete system of ideas about the world, its general characteristics and regulations, resulting in generalizations of various scientific theories.
- * *The natural scientific picture of the world* - is a system of basic concepts (ideas, laws, principles, knowledge) about the nature.
- * *The concept (from Lat conceptio - Understanding, system)* - the general purpose, the guiding idea, the system looks at the phenomena of the world, in nature, in society.

AC History Units

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Angkor[Year 9](#)
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[Teaching History](#) › [Key concepts](#)

Key concepts

Along with historical knowledge and skills, the Australian Curriculum: History places emphasis on teaching and learning the following key historical concepts. These concepts represent the 'big ideas' of the discipline of history.

Students who understand these key concepts are able to operate 'within the discipline', to think and act in ways similar to those used by historians, at levels appropriate for their stage of development. The key concepts provide a focus for historical investigation, a framework for organising historical information and a guide for developing historical understanding.

Sources and evidence

History is based on the use of sources and evidence.

Source

In history a source is anything that can be used to investigate the past. It can be an object (artefact) that remains from the past, such as a tool, coin, letter, gravestone, photograph or building. Or it can be an account or interpretation of the past, such as an online biography, a book or film about an individual from the past.

Resources

[Finding evidence in sources](#) (PDF, 445 KB)  opens in new window

[Analysing sources](#) (PDF, 165 KB) 

[Myths of source work](#) (PDF, 159 KB) 

[Concepts in practice – primary](#) 

History teaching resources to promote key concepts

Chronology



It's just one thing after another! Help your students to use dates and conventions appropriately, gain a sense of period and fit their learning into a broad historical context.

Diversity



Whose History? Investigate the lived experiences, ideas and beliefs of men, women and children of past societies and the impact which they have had on our modern world.

Change and continuity



Progress, transformation, regression, stagnation ... History is a roller coaster! Challenge your class to explain the extent of past changes and reasons for continuities.

Cause and consequence



Significance



Interpretation





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- > The arts
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- > Mathematics and statistics
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 - > Accounting
 - > Business studies
 - > Classical studies
 - > Economics
 - > Education for sustainability
 - > Geography
 - ▼ **History**
 - Rationale
 - **Key concepts**

[Home](#) > [Social sciences](#) > [History](#) > [Key concepts](#)

Key concepts

Print 

Key concepts are the big ideas and understandings that we hope will remain with our students long after they have left school.

The key concepts or big ideas in history

Authentic understanding in history comes from developing a grasp of the key concepts and underlying key historical events, themes, and issues.

Significance

Historians weigh the importance, durability, and relevance of events, themes, and issues in the past and the appropriateness of using the past to provide contemporary lessons; historians debate what is historically significant and how and why the decisions about what is significant change.

Continuity and change

History examines change over time and continuity in times of change. Historians use chronology to place these developments in context. Historians debate what has changed, what has remained the same, and the impact of these changes.

Cause and effect

Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people's lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration.



Key resources

[Resources for Internally Assessed Achievement Standards](#) 

[NZQA: History subject resources](#) 

[New Zealand History Teachers' Association](#) 

[New Zealand History Online](#) 

[Social Sciences Online](#) 

- * "Among the methods of historical knowledge with general educational value, there are:
- * 1. Comparative-historical method.
- * 2. The method of analogies.
- * 3. The statistical method: selective, group, etc...
- * 4. Establishment of the reasons from the consequences.
- * 5. Defining the purpose of operating people and groups in their actions and consequences of these actions.
- * 6. Determination of the embryo through its mature forms.
- * 7. The method of inverse conclusions (identification of the past through existing remnants).
- * 8. Generalization of the formulas, i.e. evidence of monuments and written law, questionnaires, describing mass of certain phenomena.
- * 9. Reconstruction of the whole from one part.
- * 10. Determining the level of spiritual life from the monuments of material culture.
- * 11. The linguistic method.

- * I.Y.Lerner was systematized structure of historical thinking, which includes 9 skills:
 - 1) the ability to describe a social phenomenon or event through properly selecting its characteristic features and facts;
 - * 2) clarify the causes of any social phenomenon;
 - * 3) the pursuit to define the conditions related with historical events and their interconnectedness;
 - * 4) the consciousness of the transitory nature of every historical phenomenon, its historical significance;
 - * 5) the awareness of the diversity of concrete manifestations of laws of history;
 - * 6) search trends of development, inherent in every historical phenomenon;
 - * 7) the ability to identify the social motives that determine the activities of social groups or individuals;
 - * 8) the manifestation of interest in comparison to the past and present;
 - * 9) the ability to extract lessons of the past history from the facts.

Education based on key-concepts

- * allows you to integrate the content in various lessons to solve interdisciplinary problems, translate ideas, methods, principles of one object to another, to develop conceptual historical thinking, improve functional literacy in learner
- * It allows us to develop students' historical thinking skills based on specific educational material.
- * This approach involves learning based on research and contributes to the deeper study of the subject.
- * fixate and put in order scientific knowledge about the world obtained through directed training or self-education.

Historical key- concepts:

1. **Evidence**
2. **Change and continuity**
3. **Cause and effect**
4. **Similarities and differences**
5. **Significance**
6. **Interpretation**



IDEA Formula

Cause and investigation

I (Identify) to identify the causes of historical events;

D (Describe) describes relevant arguments;

E (Explain) - explain how these factors could affect the historical event;

A (Analyze) - to do analysis of whether those reasons were important;

significance

GREAT (G (Groundbreaking)) - Significant / turning;

R (Remembered) - remembered to all;

E (Events) - a wide spreaded event;

A (Affected) - affect the future;

T (Terrifying) - terrifying;